

Kindergarten

Civics

In kindergarten, students are introduced to the four core disciplines of social studies: **history, geography, civics, and economics**. To give students touchstones for understanding continuity and change, and a sense of their own place in time, the kindergarten history standards address placing events in chronological order and understanding the uses of primary & secondary sources, as well as artifacts. The **geography** standards address geography in the context of the history taught. Kindergarten students also learn basic map and globe skills that they will apply in their daily work and that will grow in sophistication and application as students go through school. The **civics** standards for kindergarten describe what patriotism is and how we honor America with state and national symbols, as well as holidays that celebrate our common ancestry and the lives of great Americans who have led the way for us. The **civics** standards for kindergarten address aspects of citizenship that students “practice” at this grade level, such as following rules and respecting the rights and property of others.

Virginia’s English Standards of Learning for kindergarten state that students will “conduct research to answer questions or solve problems using available resources.” See the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas for integrated units of study that offer students a chance to apply their literacy skills while studying history. In a similar way, the Framework suggests ways to integrate the study of kindergarten world history topics with the kindergarten science standards for “Life Processes” and “Earth Patterns, Cycles, and Change.”

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.******

Essential Kindergarten Skills

- **Explore** artifacts, charts, graphs, diagrams, and more
- **Organize and Sequence** to understand the past and present
- **Identify** geographic features
- **Think Critically and Ask Questions** to solve problems
- **Compare and Contrast** people, places, and events
- **Practice** civility and citizenship every day
- **Apply** kindergarten skills to demonstrate learning and mastery

History

K.1 Students will apply history and social science skills to understand and explain that history is the study of people, places, and events from the past, by:

- a. organizing past and present events in chronological order, noting “continuity and change” (e.g., making and using timelines, calendars, and schedules);
- b. defining primary and secondary sources and using them to understand past events; and

c. defining and identifying artifacts.

K.2 The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of responsible citizenship. It should instill relevant skills so that students can assess political resources, deal intelligently with controversy, and understand the consequences of policy decisions. Students should develop an understanding of the values and principles of American constitutional democracy and the key issues in the functioning of a democratic republic. They should be aware of their rights; willing to fulfill their responsibilities; able to obtain, understand, and evaluate information relating to the performance of public officials; and willing to hold those officials accountable. They should understand the consequences of political and policy decisions at the local, state, national, and international levels.

Students will apply history and social science skills to describe life of Virginia's earliest settlements:

- a. describing the migration of America's first "immigrants" from Asia at the end of the last Ice Age;
- b. explaining the transition of America's first immigrants from hunting and gathering to farming (e.g., the "Early, Middle and Late Woodland Periods"); and
- c. identifying and describing aspects of the Eastern Woodland civilizations (e.g., soapstone tools and bowls, knives, fired clay cooking and storage vessels—pottery—and stone mound burial culture).

K.3 Students will apply history and social science skills to understand and explain what makes their community unique by:

- a. identifying their city or county on a map of Virginia;
- b. explaining the roles of important local community members (e.g., police, firefighters, teachers, merchants);
- c. identifying historical events; and
- d. telling the stories of the people that developed their local communities.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of Earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human-environment interaction, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; interpret graphs, tables, diagrams, and pictures; observe and record information; and assess information from various sources.

K.4 StudentsEconomics

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. To maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how the United States economic system works, as well as how other systems work. They must learn to make reasonable economic

decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace.

Skills

History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding and application of the history and social science curriculum content. The development of these skills is also important in order for students to become better informed citizens. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the History and Social Science Standards of Learning.

Assessment

In 2014, the Virginia General Assembly and the Virginia Board of Education took steps to balance the number of state assessments for history and social science. Through the passage of HB930 and the approval of the guidelines, Local Alternative Assessments for Grade 3 Social Studies, United States History to 1865, and United States History: 1865 to the Present replaced state-developed SOL multiple-choice assessments. In 2019, through budgetary appropriations, the Virginia Department of Education began working towards the use of performance assessments to verify history and social science credits for high school graduation. The use of performance assessments provides an opportunity for students to demonstrate their learning and understanding. The History and Social Science Standards of Learning, inquiry practices, and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

Kindergarten

Introduction to History and Social Science: Focus on the Community

The Standards for Kindergarten students focus on the local community and include an introduction to basic concepts and knowledge related to history, geography, civics, and economics. During the course of their first year in school, students will learn about their role as a responsible citizen in their community and the importance of following rules and respecting the rights and property of others. Students will learn basic concepts related to history, patriotism, national symbols, geographic location, and economics. Students will learn the importance of participating in community traditions, demonstrating responsibility and patriotism, and making economic choices.

Looking Back, Looking Ahead, and Literacy Connections

Students will build foundational knowledge and skills to understand their community and their role in that community. Each standard, introduced with an **Overarching Inquiry Question**, provides for student exploration of concepts and themes. **Key Knowledge and Learning Experiences** are integrated to help students learn to organize information, ask questions, and make connections. The Standards of Kindergarten present students with an opportunity to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY**—Valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. As students are learning to read, the Standards for Kindergarten provides opportunities for students to apply reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in their communities.

Skills

K.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. viewing and exploring information sources that include, but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. contextualizing through organizing and sequencing sources to understand the past and present;
- c. applying geographic skills to identify and understand geographic features;
- d. questioning and using critical thinking skills to ask appropriate questions to solve a problem;
- e. comparing and contrasting people, places, or events;
- f. recognizing direct cause and effect relationships;
- g. using a decision-making model to make informed economic decisions;
- h. practicing responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities; and
- i. developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Communities, Citizenship, Traditions, and Symbols

K.2—The student will apply history and social science skills to recognize and demonstrate that being a responsible citizen involves

- a. practicing honesty, self-control, and showing kindness to one's self and others;
- b. taking responsibility for one's actions;
- c. following rules and understanding there are consequences when rules are not followed;
- d. taking care of personal belongings and respecting what belongs to others;

- e. ~~taking turns, sharing, and working well with others to successfully participate in group settings; and~~
- f. ~~contributing one's time and talents to help others in their homes, schools, and communities through jobs and volunteering.~~

~~K.3 The student will apply history and social science skills to develop an understanding of how communities express patriotism through symbols by~~

- a. ~~recognizing the American flag;~~
- b. ~~recognizing the Pledge of Allegiance; and~~
- c. ~~knowing that the president is the leader of the United States.~~

History

~~K.4 The student will apply history and social science skills to develop an understanding of what makes a community unique by~~

- a. ~~identifying examples of historical events, stories, and narratives that describe the development of various communities; and~~
- b. ~~identifying people who helped establish and lead various communities over time.~~

~~K.5 The student will apply history and social science skills to develop an understanding of how communities honor local traditions and recognize and celebrate holidays, such as but not limited to Indigenous Peoples' Day (Columbus Day), Thanksgiving Day, Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents' Day), Juneteenth, and Independence Day (Fourth of July).~~

Geography

~~K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, with emphasis on (e.g., near/far, above/below, left/right, behind/in front, next to, in between, and over/under.).~~

~~K.7 The student~~ 5 Students ~~will apply history and social science skills to develop an awareness~~ demonstrate understanding of the use of maps and globes by:

- a. identifying the similarities and differences between a map and a globe;
- b. locating and explaining basic map symbols;
- c. locating and explaining land and water features;
- d. ~~identifying places and objects~~ the seven continents;
- ~~d.e. tracing the approximate route of a familiar area; and~~ America's first immigrants during the end of the Ice Age into what is now America;
- ~~e.f. describing places and~~ the approximate geographic locations ~~referenced in historical events, stories, and narratives of Virginia's first settlements; and~~
- g. describing the location, climate, and physical features of their contemporary community.

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~~K.8 The student~~ 6 Students ~~will apply history and social science skills to describe~~ define

patriotism and explain how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, communities express patriotism by:

- a. explaining that patriotism is devotion to one's country and concern for its defense;
- b. identifying the American and Virginia flags;
- c. identifying national and recreation.state symbols such as the bald eagle, the dogwood, and the cardinal;
- d. pledging allegiance to the American flag and singing patriotic songs such as "My Country Tis of Thee"; and
- e. knowing that the president is the leader of the United States and identifying the current president.

K.7 Students will apply history and social science skills to explain how communities honor local and national traditions and recognize officially designated Virginia holidays, such as:

- a. George Washington's Birthday (Presidents' Day).
- b. Martin Luther King, Jr. Day

K.8 Students will apply history and social science skills to practice citizenship in the classroom by:

- a. taking responsibility for one's actions;
- b. following rules and understanding that not following the rules has consequences;
- c. caring for one's personal property and respecting other students' property;
- d. taking turns, sharing, and working well with others for the good of everyone else; and
- e. understanding that the president is elected by citizens eligible and registered to vote at age 18.

Economics

K.9 ~~The student~~Students will apply history and social science skills to gain an demonstrate understanding of primary economic principles by:

- a. explaining that many people Americans are free to work to earn money in order to buy the things they need and want; and
- b. recognizing that people Americans are free to make choices about what to buy (in a free market), and that they make choices because they cannot have everything they want.

Grade One

Introduction to ~~History~~ and Social Science: Focus on the Commonwealth of Virginia

~~The Standards for Grade One expand the students' understanding of community and citizenship to focus on the larger community of the Commonwealth of Virginia. During the course of study, students will explore the contributions of diverse groups of people, both past and present, in their communities and in the Commonwealth. Students will apply traits of responsible citizenship by understanding their role in communities. Students will explore symbols, holidays and traditions that unite a community. Students will develop basic map skills and expand their understanding of how people make economic choices.~~

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous Kindergarten Standards of Learning to build on the concepts of community and citizenship with a focus on the Commonwealth of Virginia. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences** will be integrated to help students learn to organize information, ask questions, and make connections. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY**—Valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. As students are learning to read, the Standards for Grade One provide opportunities for students to apply foundational reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in their communities.

Skills

1.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

viewing and exploring information sources that include, but not limited to First-grade students build on kindergarten skills in the four core disciplines of social studies: history, geography, civics, and economics. They study the world's first civilizations as well as early colonial life in Virginia. They also research and share their knowledge of people who have made significant contributions to their local or state communities. First graders continue to build their geography skills and connect them to the history they learn. They continue to learn about symbols, holidays, and traditions that honor and foster patriotism. They learn about their rights and responsibilities as citizens and deepen their understanding of their time and place in American and world history as well as in their contemporary community. Finally, they continue to build their knowledge of basic economic principles.

The grade one history topics flow logically from the kindergarten standards, which address prehistoric times. Virginia's ELA standards for kindergarten state that students will "conduct research to answer questions or solve problems using available resources." Refer to the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas. The framework also suggests ways to integrate the study of kindergarten history topics with the kindergarten science standards for "Life Processes" and "Earth Patterns, Cycles, and Change." Studying the first world and Virginia civilizations prepares students for the next civilizations they will study in grade two. In Civics, students go beyond explaining *that* communities, states, and nations honor and celebrate patriotism and begin to explore *why*. Students continue to practice aspects of citizenship in the classroom, preparing them to start confirming in grade two their understanding of what some of the rights and responsibilities of citizenship are.

***** Refer to Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, sample formative, and summative assessments. *****

Essential First Grade Skills

- a. **Explore** artifacts, ~~primary/secondary sources~~, charts, graphs, ~~and diagrams~~, ~~and more~~
- b. **Contextualizing sources** **Organize and Sequence** to understand the past and present ~~by organizing and sequencing information to understand people, places and events;~~

- e. ~~• applying geographic skills to identify and understand~~ **Identify** geographic features;
- ~~questioning~~ **Think Critically and Ask Questions** to solve problems
- d. ~~—~~ **Compare and** using critical thinking skills to summarize points and evidence to answer a question;
- e. ~~• comparing and contrasting~~ **Contrast** people, places, ~~or~~ **and** events;
- f. ~~• determining~~ **Recognize** cause and effect ~~to make connections and understand~~ relationships between past and present;
- g. ~~—~~ using a decision-making model to make informed economic decisions;
- ~~practicing responsible~~ **Practice civility and citizenship every day**
- h. ~~• Apply first grade skills and recognizing individual rights of self~~ **to demonstrate learning** and ~~others~~ while contributing to various communities; and **mastery**
- i. ~~—~~ developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

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The Commonwealth, Citizenship, Traditions, and Symbols

1.2—The student will apply history and social science skills to apply the traits of a responsible citizen by

- a. being inclusive, respectful and helpful of others despite differences in ethnic origins, customs, and traditions.
- ~~b. a. recognizing the purpose of rules and practicing self-control;~~
- c. History taking responsibility for one's own actions, valuing honesty, truthfulness and kindness in oneself and others;
- d. participating successfully in group settings and decision-making to contribute to a larger community;
- e. working hard to contribute their time and talents to their communities; and
- f. understanding that local and state government leaders can be elected by voters.

1.3—The student¹ Students will apply history and social science skills to explain symbols and traditional practices that honor and foster patriotism in the United States, the Commonwealth of Virginia, and local communities by the world's first civilizations by:

- a. defining what a *civilization* is (e.g., settlements, farming, writing, laws, arts, public works);
- a. describing why people have symbols and traditions;
- b. recognizing life in the Virginia flag, Cardinal, Capitol Building, Dogwood Tree as symbols Fertile Crescent, Mesopotamia, the "cradle of the Commonwealth of Virginia; and
- c. b. recognizing civilization" (e.g., the Pledge of Allegiance and other symbols and traditions importance of the Commonwealth of Virginia. Tigris and Euphrates Rivers, the wheel and plow, the "city-state," polytheistic religion, solar calendar); and

1.4—The student will apply history and social science skills to explain how communities honor local and state traditions and celebrate holidays, such as but not limited to Indigenous Peoples' Day (Columbus Day), Veterans Day, ~~Martin Luther King, Jr., Day,~~ George Washington Day (commonly known as Presidents' Day), Memorial Day, Juneteenth, Independence Day (Fourth of July).

History

1.5—The student will apply history and social science skills to understand Virginia's history by—

- a. identifying and describing contributions the Code of Virginia's diverse people, both past Hammurabi and present;
- b. c. identifying and describing important events and locations throughout the early history of the Commonwealth, such its importance as, but not limited to Werowocomoco and the first English colony at Jamestown; and written set of laws.
- c. describing how various communities have changed over time.

1.6—The student² Students will apply history and social science skills to describe the life in Colonial Virginia by:

- a. defining and explaining the age of exploration (e.g., reading Peter Sis's *Follow the Dream* about Columbus and other stories of ~~people~~ the first explorers of what is now America);
- b. describing the reasons for European migration to America (e.g., search for religious freedom and prosperity); and
- c. describing the persistence of Virginia's Indigenous Peoples (e.g., Werowocomoco) and of colonial

immigrants in the history of Virginia and their contributions to various communities and the Commonwealth such as, but not limited to Powhatan, Pocahontas, George Washington, Thomas Jefferson, John Mercer Langston, Maggie L. Walker, Arthur R. Ashe Jr., Lawrence Douglas Wilder, and Barbara Johns. Virginia (e.g., Jamestown), what their day-to-day lives were like (e.g., shelter, food, culture, work), and comparing them to the students' lives today.

Geography

~~1.7 The student~~ **3 Students** will apply history and social science skills to ~~develop geographic skills by~~ describe (by retelling either orally or through

dictation and illustration) the stories of the lives of Virginians who have made important contributions to their local communities, to the Commonwealth, or to America (e.g., Thomas Jefferson: Monticello, The University of Virginia, *Declaration of Independence*; Meriwether Lewis and William Clark: expedition to explore the land that the United States had acquired in the Louisiana Purchase; Barbara Johns: Moton School Strike; Mary Smith Peake: Hampton University; George Washington: military commander in American Revolution, first president of the United States; Cyrus McCormick: invented the mechanical reaper; Walter Reed: discovered how to treat yellow fever; John Smith: led survival effort at Jamestown settlement, was the first settler to explore the Chesapeake Bay; Lawrence Douglas Wilder: first African American governor of Virginia, first African American governor in American history; Maggie L. Walker; St. Luke Herald newspaper, St. Luke Penny Savings Bank.

Geography

1.4 Students will apply history and social science skills to develop their geographic skills by:

- a. using basic map symbols, including references to land, water, cities, and roads;
- b. using cardinal directions on maps;
- c. ~~—~~ locating and describing the geographic location of the Virginia and the United States five major oceans on maps and globes;
- d. ~~c. locating Washington, D.C. and Richmond on Virginia and United States maps;~~
- e. ~~d. constructing simple maps, including a title, map legend or key, and compass rose.~~

1.5 Students

~~1.8 The student~~ will apply history and social science skills to ~~develop a geographic understanding~~ connect geography to historical events studied by:

- a. locating ~~Virginia to determine its climate~~ the Fertile Crescent and ~~connecting to the four distinct seasons; Mesopotamia areas and the Tigris and Euphrates Rivers on a contemporary map or globe;~~
- b. locating and describing the geographic location of student's community, the state of Virginia, and the United States—and describing how the landforms of Virginia affect ~~the way people live.~~ its climate (e.g., four seasons);
- c. locating the site of Virginia's first colonial settlement (Jamestown); and
- d. locating Washington, D.C., and Richmond on Virginia and United States maps.

Civics

1.6 Students will apply history and social science skills to explain *why* nations, states, and communities have symbols and rituals that honor and foster patriotism by:

- a. explaining what the stars and stripes signify on the American flag;

- b. explaining what image is on the Virginia state flag and why; and
- c. singing patriotic songs such as, “You’re A Grand Old Flag.”

1.7 Students will apply history and social science skills to explain how communities honor local and national traditions and recognize officially designated Virginia holidays, such as:

- a. Columbus Day; and
- b. Thanksgiving.

1.8 Students will apply history and social science skills to practice citizenship in the classroom by:

- a. valuing honesty in oneself and others;
- b. recognizing the purpose of rules and practicing self-control;

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- c. being respectful of others despite differences in ethnic origins, customs, and traditions;
- d. working respectfully with one another to achieve a goal; and
- e. understanding that local and state government representatives are elected by citizens eligible and registered to vote.

Economics

1.9 —~~The student~~Students will apply history and social science skills to explain how individuals ~~and communities~~ make economic choices to meet their basic needs by:

- a. identifying the difference between goods and services;
- b. describing how people can be both consumers and producers;
- c. describing ways people work to earn and save money to purchase goods and services; and
- d. describing why people must make choices because they cannot have everything they need or want.

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Grade Two

Introduction to History The standards for grade two explore the characteristics of one of the world's extraordinary ancient civilizations, Ancient Egypt; students also continue to explore early American history (the American Revolutionary era) and examine the greater community beyond their city or town, the Commonwealth of Virginia. Second graders research and retell stories of people from the civilizations they study and deepen their understanding of the connections between geography and history. Students in second grade continue to learn about patriotic symbols, extending that understanding to historic homes and other buildings, as well as state and national monuments. They continue to explore the rights and responsibilities of citizenship. They add to their understanding of basic economic principles by learning about resources, barter, and scarcity.

Students and Social Science: Focus on the United States

The Standards for Grade Two continue to expand the students' understanding of community and citizenship to focus on the United States. During the course of study, students will explore the role of laws and rights in developing community rules and their rights and responsibilities in the community. Students will develop a basic understanding of the geographic features on maps and how resources affect the United States. Students will explore past and present to focus on the contributions of the Indigenous Peoples, the first inhabitants in the United States as well as the people and innovations that changed the United States over time.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to build on the concepts of community and citizenship and focus on the study of the United States. Each standard, introduced with an **Overarching Inquiry Question**, is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students learn to organize information, ask questions, and make connections. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students continue to learn to read, the Standards for Grade Two provide opportunities for students to apply foundational reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in the larger community of the United States.

Skills

2.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

identifying apply foundational reading, writing, and communication skills to support their understanding of history and geography; for example, they may apply research skills, as well as expository and narrative writing skills, when retelling stories or describing some of the rights and responsibilities of citizenship. Grade two students can apply the grade two science standards, as well, when exploring the civilizations studied in history; for example, using their knowledge of the earth's resources to enhance their understanding of natural resources in the context of economics.

*** Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments. ***

Essential Second Grade Skills

- a. **Identify** types of **informational** sources and using artifacts, primary/secondary sources, charts, graphs, diagrams, etc;
- b. contextualizing sources to understand the past and present by recognizing **Differentiate** points of view and historical perspective by using supporting details;
- c. applying geographic skills to identify and understand geographic features;
- d. questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations;
- e. **Compare** and contrasting ideas and perspectives; **using details**
 - **determining cause and effect** to make connections **Understand** geographic features
 - **Compare** and understand relationships between **Contrast** ideas and perspectives
- f. **Connect** the past and present:
- g. using a decision-making model to make informed economic decisions;
 - **practicing** **Practice** responsible citizenship and civility every day
- h. **Apply** second grade skills and recognizing individual rights of self and others while contributing to various communities; and **to demonstrate learning and mastery**
- i. **History** developing fluency in content vocabulary, comprehension of verbal, written, and visual sources;

Citizenship, Traditions, and Symbols

2.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen including learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance.

2.3 The student

2.1 Students will apply history and social science skills to **understand that people in the United States of America describe the geographical, political,**

- a. make contributions to their local, state, and national communities;
- b. may vote in elections;
- c. are united by common principles; and
- d. have individual rights to life, liberty, and the pursuit of happiness.

2.4 The student will apply history and social science skills to explain why people in the United States recognize, acknowledge, and celebrate significant events including but not limited to Labor Day, Constitution Day, Indigenous Peoples Day (Columbus Day), Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, George Washington Day (commonly known as Presidents' Day), Memorial Day, Juneteenth, and Independence Day (Fourth of July).

Geography of the United States

~~2.5—The student~~ economic, social structures, and innovations of Ancient Egyptian Civilization by:

- a. describing daily life in Ancient Egypt (e.g., the importance of the Nile River, farming, hieroglyphics, polytheistic religion, art);
- b. explaining why Egyptians thought that the Pharaohs were both *divine* and *mortal*, “God Kings”;
- c. describing the importance of mummification, pyramids, the Sphinx, and belief in an afterlife; and
- d. explaining the social class system of Ancient Egypt, including its enslaved people.

2.2 Students will apply history and social science skills to describe the early American colonists’ fight for freedom by:

- a. explaining why the colonists wanted to declare independence from Great Britain;
- b. explaining what the *Declaration of Independence* is and Thomas Jefferson’s role in writing it; and
- c. explaining that the signers of the *Declaration* pledged their “lives, fortunes, and sacred honor” to defend their freedom.

2.3 Students will apply history and social science skills to hear, read, and retell stories about people in Ancient Egypt and from the American Revolutionary era who contributed to their civilizations (e.g., Moses; Cleopatra; Ramesses II; Nefertiti; Tutankhamun; America’s Founding Fathers such as George Washington, Thomas Jefferson, James Madison, Patrick Henry, Benjamin Franklin, John Adams, Samuel Adams).

Geography

2.4 Students will apply history and social science skills to develop geographic mapping skills using globes and maps of the world and the United States by:

- a. locating the countries of North America and the bordering oceans;
- b. locating and describing the equator, the Prime Meridian, and the four hemispheres; and
- c. identifying major rivers, mountain ranges, lakes, and other physical features in the United States.

Economic Principles

~~2.6—The student~~ 2.5 Students will apply history and social science skills to ~~develop an understanding~~ connect geography to historical events studied by:

- a. locating what was Ancient Egypt on a contemporary map or globe; locating Philadelphia, Pennsylvania, and Yorktown, Virginia, on a map or globe.

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2.6. Students will apply history and social science skills to recognize and explain the significance of state and national symbols and locations that honor and foster patriotism, such as:

- a. the Virginia State Capitol building, the Capitol Square in Richmond, the Yorktown Victory Monument;
- a. National Archives;
- b. homes of Virginians who fought for freedom during the American Revolution (e.g., Monticello, Montpelier, Mount Vernon, Scotchtown); and
- c. the Liberty Bell.

2.7 Students will apply history and social science skills to explain how communities honor local and national traditions and recognize officially designated Virginia holidays, such as:

- a. Memorial Day,
- b. Juneteenth,
- c. Independence Day,
- d. Veteran's Day; and
- e. learning patriotic songs such as: "America the Beautiful."

2.8 Students will apply history and social science skills to explain that United States citizenship involves, among other things, these rights and responsibilities:

- a. freedom to express yourself;
- b. freedom to practice your religion;
- c. voting for local, state, and national representatives;
- d. following the laws made by our representatives at the local, state, and national levels; and
- e. respecting the rights, beliefs, and opinions of other citizens.

Economics

2.9 Students will apply history and social science skills to explain the basic economic principles by of:

- a. identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, computers, and buildings);
- b. distinguishing between needs and wants;
- c. distinguishing between the use of barter and the use of money in the exchange for goods and services; and
- d. explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

History: Contributions and Innovations of Change-makers

~~2.7 The students will use history and social science skills to locate the geographic location, use of resources, and identify the contributions of Indigenous Peoples past and present including the nations and tribes of the:~~

- a. ~~Eastern Woodlands;~~
- b. ~~Plains, and~~
- c. ~~Southwest.~~

~~2.8 The student will apply history and social science skills to describe important developments and innovations in United States history, including but not limited to developments and innovations related to communication and transportation.~~

~~2.9 The student will apply history and social science skills to describe how the contributions, actions or choices of innovators, political leaders, and other change-makers who influenced and shaped American history.~~

Grade Three

Introduction to History and Social Science: Focus on the World

The Standards for Grade Three continue to expand the students' understanding of community and citizenship to explore ancient cultures and the world. During the course of study, students will also examine the basic structures of the Virginia and United States government, connect to ancient societies, and apply citizenship traits to determine the role of a citizen in government. Students will develop a basic understanding of the geographic features throughout the world and apply economic decision making to determine the impact of resources on trade and specialization of ancient cultures and connect the past to the present. Students will make connections over time and place by exploring the ancient societies of Egypt, Greece, China, Rome, and Mali to understand their contributions to the modern world.

Looking Back, Looking Ahead, and Literacy Connections Students in grade three build on all content and skills learned in K-2. They make connections between the birth of democracy in ancient Greece and how it affected the formation of the United States government. They add the geography of southern Europe to their geographic knowledge. Third graders learn about the Constitution, including the Bill of Rights, and the structures of the Virginia and United States governments. Third graders build on their knowledge of American patriotism and the United States. Citizenship, in particular the rights guaranteed in the First Amendment. They round out their early elementary understanding of basic economic principles by learning about production, consumption, and supply and demand.

Students continue to apply foundational knowledge and skills from previous History and Social Science Standards of Learning to read and write about ancient Greece and Rome, as well as the structure of the government of the United States. The grade three ELA standards also require students to give formal presentations; teachers may easily integrate that skill by asking students to give oral presentations on the history-social science content delineated here.

**** Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments. ****

Essential Third Grade Skills

- Synthesize evidence from multiple informational sources
- Differentiate information to better understand the past and the present
- Predict patterns and trends in history by applying geography skills

Compare and Contrast

~~Students will apply~~ foundational knowledge and skills from previous History and Social Science Standards of Learning to study the government of the United States and the connections to ancient cultures of the world. Each Standard, introduced with an **Overarching Inquiry Question** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences** will be integrated to help students learn to organize information, determine cause and effect, use economic decision making, ask questions, and make connections over time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and

TEAMWORK by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students continue to learn to read, the Standards for Grade Three provide opportunities for students to apply foundational reading, writing, and communication skills to support their understanding of global geography, economic choices, and the responsibilities that citizens have in the larger community of the world.

Skills

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. identifying artifacts and primary and secondary sources to understand events in world cultures;
- b. contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details;
- c. applying geographic skills to understand the connection between geographic features and human-environmental interactions;
- d. questioning and using critical thinking skills to draw conclusions and make generalizations;
- e. comparing and contrasting ideas and perspectives to understand people or events in world culture;
- f. determining cause **Determine Cause** and effect **Effect** to analyze multiple **make** connections between the past and the present;
- Apply third grade skills to demonstrate learning and master
- g. History using a decision-making model to identify costs and benefits of a specific choice made;
- h. practicing ethical use of the internet, intellectual property, and various materials; and
- i. accessing a variety of information sources to defend positions using content vocabulary and reliable evidence.

Citizenship, Traditions, and Celebrations

3.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen and explore ways to influence their communities in meaningful ways by

- a. respecting and protecting the rights and property of others;
- b. taking part in the voting process when making classroom decisions;
- c. describing actions that can improve the school and community;
- d. demonstrating self-discipline and self-reliance;
- e. practicing honesty and trustworthiness; and
- f. describing the purpose of rules and need for responsible online usage.

3.3—The student

3.1 Students will apply history and social science skills to recognize the purpose, role, and responsibilities of government in the local community, Virginia, and the United States of America by: **describe the geographic, political, economic,**

- a. explaining why we have governments;
- social structures, and innovations of ancient Greece by:**
- a. analyzing the connection between the geography of Greece and the development of city-states;

- b. explaining the concept of “polis,” including various concepts of citizenship and their limits;
- c. comparing and contrasting life in Athens and Sparta;
- ~~b, d. explaining what governments do; and~~ the difference between democracy and oligarchy;
- e. describing the significance of Greek mythology (polytheism) in everyday life; and
- f. describing the arts and architecture of ancient Greece, and their long-lasting influence in the world today (e.g., the Parthenon).

~~c. —Students will apply explaining how local, state and national governments are organized.~~

3.2 history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Rome by:

- a. analyzing the connection between the geography of ancient Rome and its economy;
- b. describing the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society;
- c. explaining the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs;
- d. describing the differences between the Roman Republic (e.g., written constitution, tripartite government, civic duty) and the Roman Empire; explaining how innovations in engineering and architecture contributed to Roman expansion; and
- e. describing the arts and architecture of ancient Rome, and their long-lasting influence in the world today (e.g., the Pantheon).

3.3 Students will apply history and social science skills to describe how the United States came to establish its Constitution, what it is, and what it does by:

- a. explaining the reasons for writing it, “to form a perfect union”;
- b. describing James Madison’s role in writing the United States Constitution;
- c. explaining that the United States Constitution is the supreme law of the land, establishing three branches of government: legislative, executive, and judicial;
- d. explaining the system of checks and balances; and
- e. explaining how the Bill of Rights in particular provides protection for our rights and liberties.

3.4 Students will apply history and social science skills to hear, read, and retell stories about mythical and historical figures in ancient Greece and Rome and of the early American nation (e.g., Socrates, Plato, Aristotle, Hippocrates, Alexander the Great, Crassus, Julius Caesar, Mark Antony, Trajan, Hadrian, Marcus Aurelius, Constantine, Odysseus, Aeneas, James Madison, Alexander Hamilton, George Mason, Thomas Randolph, Tecumseh, John Copley, Gilbert Stuart, Benjamin West, John Russell Pope, Henry Bacon, Frederick Law Olmstead, and Harriet Tubman)

Geography

3.5 ~~3.4 —The student~~ Students will apply history and social science skills to ~~identify and~~ describe major geographic features of ~~continents using a variety of geographic tools.~~ the

continent of Europe by:

- a. Identifying Europe’s countries (especially Greece and Italy), major rivers, mountain ranges, lakes, and other physical features on a map or globe.

3.6 Students will apply history and social science skills to connect geography to historical events studied by:

- a. locating what was ancient Greece and Rome on a contemporary map or globe, including the Roman Empire at its height; and
- b. locating Philadelphia, Pennsylvania on a map.

Civics

3.7 Students will apply history and social science skills to recognize and explain the influence of Greek and Roman architecture on significant United States buildings and monuments that honor and inspire patriotism, such as:

- a. The Jefferson Memorial (modeled on the Pantheon in Rome);
- b. The Lincoln Memorial (modeled on the Parthenon in Greece);
and
- c. **learn patriotic songs such as:**
- d. “The Star-Spangled Banner,” our national anthem.

3.8 Students will apply history and social science skills to explain the basic structure of the United States government by:

- a. explaining why we have governments and the importance of self-rule;
- b. defining the three branches of the United States government and their roles at state and national levels;
- c. describing the purpose of the Bill of Rights; and
- d. explaining how their local governments are organized.

3.9 Students will apply history and social science skills to define citizenship and continue to explain the rights and responsibilities of the United States citizenship, including:

- a. describing the rights guaranteed to citizens in the First Amendment;
- b. supporting and defending the Constitution;
- c. respecting and obeying local, state, and federal laws;
- d. running for elected office;
- e. serving on a jury; and
- f. paying local, state, and federal taxes.

Economics

3.5—The student10 Students will apply history and social science skills to demonstrate an understanding of how people are impacted by various economic concepts. explain the basic economic principles of:

History

3.6—The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient Egypt.

3.7—The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient China.

3.8—The student will apply history and social science skills to analyze and describe the geographic, political, economic, social structures, and innovations of ancient Greece.

~~3.9—The student will analyze and describe the geographical, political, economic, social structures, and innovations of ancient Rome.~~

~~3.10—The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient Mali.~~

a. production, distribution, and consumption of goods and services (in the ancient and contemporary worlds); and

b. supply and demand.

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Grade Four: Virginia Studies

The ~~Standards~~standards for Virginia Studies are generally covered in upper elementary grades (4th or 5th). ~~Students develop an understanding of Virginia from the Indigenous Peoples who~~ four are not organized into the four core social studies strands, as the foundational standards for grades K – three are. Rather, they start with Virginia geography, then flow chronologically, tracking Virginia history from the time that its Indigenous Peoples first inhabited the region to present day Virginia ~~with emphasis on.~~ The standards address the diverse perspectives of the various people who have been part of Virginia's story. During the course of study, students will explore examine the basic geographic features of the region ~~and how, the history of Virginia's~~ Indigenous Peoples, the impact story of English colonization, the arrival of Africans, and the development of a colonial society, including slavery. Students will also examine the ~~role~~ Virginia played during Revolutionary War and the development Assembly/House of Burgesses, the first United States government. They will be able to connect those ideas and history to representative legislative body in North America; Virginia's role in the American Revolutionary War; and the essential role that key Virginians played in the development of the new American nation, particularly with respect to the Declaration of Independence and the U.S. Constitution. Students will learn about the expansion of Virginia ~~and~~ its role in the Civil War, and how Virginia grew through the 21st twentieth century and the challenges and opportunities that Virginia has faced throughout its development. Lastly, students will examine the contributions of change makers, innovative ideas, and technological, economic and political advancements to the nation ~~and world~~ into the present.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous Social Science Standards of Learning to study the development of Virginia, focusing on the reasons for the settlement of Virginia and the impact on the diverse people who are part of Virginia's story. The fundamental skills and content introduced in the Kindergarten – Grade Three Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of Virginia Studies. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are now transitioning to reading to learn and will apply reading, writing, and communication skills to the Standards for Virginia Studies. This will support their understanding of Virginia's geography, economic choices, and the responsibilities that citizens have in the larger community.

Skills

VS.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. ~~synthesizing evidence from information sources including but not limited to artifacts, primary and secondary sources, charts, graphs, diagrams to understand events in Virginia history;~~

~~contextualizing sources to~~ In grades K – Three, students will have learned about the basic principles and organization of local, state, and federal governments. They will have gained a basic understanding of citizenship, particularly U.S citizenship, and of basic economic principles that will inform further study of world and U.S. history. In particular, students learn in grade four about the contributions of Virginians during the American Revolution and their role in declaring independence from Britain, preparing students well for the study of Early U.S. history in grade five.

In grade three, students learned how to write a coherent paragraph using evidence to support a topic sentence and closing with a strong concluding statement. Grade four students may apply that skill when writing about Virginia history content. They should use primary and secondary resources as evidence when developing and defending arguments about important aspects of Virginia's history, both orally and in writing. They may apply the skills of creating and presenting multimodal presentations in a similar way. While learning about the proper citation of sources in ELA, students can practice the skills of crediting sources and of presenting information in their own words.

******Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.******

Essential Fourth Grade Skills

- **Synthesize** evidence from multiple informational sources
- ~~b. Differentiate and Contextualize information to better understand the past and the present by corroborating and evaluating for accuracy, credibility, bias, and propaganda to support an understanding of events in Virginia history;~~
- ~~c. applying geographic skills to determine and/or predict~~ **Determine and Predict** patterns and trends in Virginia history; ~~using geography skills~~
- ~~d. questioning and using critical thinking skills~~ **Think Critically** to construct arguments using evidence from ~~multiple sources; more than one source~~
- ~~e. comparing~~ **Compare** and ~~contrasting ideas and~~ **Contrast** historical, cultural, and political perspectives in Virginia history;
- ~~determining cause~~ **Analyze** and ~~effect to analyze multiple connections between~~ **Explain** decisions made in the past
- ~~f. Engage and present; Communicate as informed citizens~~
- ~~g. analyzing~~ **Investigate** and ~~explaining the incentives and consequences of a specific choice made;~~
- ~~h. engaging and communicating as informed community members~~ **Research** to ~~examine the tensions between personal interests and the common good; and~~
- ~~investigating and researching to develop products that reflect~~ **demonstrate** learning-
- **Apply** fourth grade skills to demonstrate learning and mastery

i.

Virginia's Geography

VS.2—The student ~~1 Students~~ will apply history and social science skills to ~~demonstrate an understanding of explain the relationship between~~ physical geography ~~and the lives of Virginia's peoples, past and present~~ **of Virginia** by:-

- a. locating Virginia_z and its bordering states on maps of the United States and North America;

- b. locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map; and
- c. locating, ~~and~~ identifying, and describing the impact of basic effects that Virginia's water features have had on its history, economy, and culture.

Virginia's First People

VS.3 ~~The student~~ 2 Students will apply history and social science skills to ~~understand~~ describe the ~~tribes~~ Indigenous Peoples' nations of

Virginia by:

- a. ~~examining the evidence left by people of the past and understanding how archeologist piece together the story;~~
- ~~b. a.~~ describing ~~the~~ Virginia's three most prominent indigenous language groups (the Algonquian, the Siouan, and the Iroquoian) ~~on a map of Virginia;~~ ;
- b. describing the diversity within Virginia's indigenous peoples' nations;
- c. describing the physical environment of, and the relationships and interactions ~~of among,~~ the Indigenous Peoples in Virginia, circa 1600, ~~and their environment;~~ and
- d. describing how archaeologists have recovered artifacts from important places in the ~~lives~~ history of Virginia's Indigenous People, leading to the present day, and those living in Virginia today. ~~peoples~~ (e.g., Werowocomoco).

English Colonization

VS.4 ~~The student~~ 3 Students will apply history and social science skills to ~~understand~~ explain the causes and effects of events associated with the first permanent English settlement in North America by:

- a. explaining the reasons for English colonization; (e.g., wealth, adventure, independence, exploration, religious freedom);
- b. describing the geographic influences on the decision to settle at Jamestown;
- c. describing ~~the interactions~~ examples of conflict and cooperation between the English colonists and the Indigenous ~~People, including the role of the Powhatan in the survival of the colonists;~~ Peoples;
- d. describing the hardships ~~faced by settlers at that~~ Jamestown settlers faced and the changes ~~that took place they made~~ to ensure survival; (e.g., trade with the Powhatan, the leadership of Captain John Smith, land ownership, the successful commercial cultivation of tobacco);
- e. evaluating the ~~impact~~ effect of the arrival of Africans and ~~English~~ women to the Jamestown settlement; ~~and~~
- f. ~~identifying~~ explaining the significance of establishing the General Assembly (1619) ~~as~~ ; the first representative legislative body in English America; ~~and~~
- g. describing Bacon's Rebellion.

VS.5 ~~The student~~ 4 Students will apply history and social science skills to ~~understand~~ life in the Virginia colony by

- a. ~~examining the importance and influence of agriculture;~~
- b. ~~examining how the culture~~ explain the early development of slavery in colonial Virginia reflected the origins of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans; by:
- c. ~~explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;~~
- d. ~~describing ways people exchanged goods and services for their wants and needs; and~~

~~e. —diverse experiences of everyday life during the 1700s.~~

- a. explaining that European countries began sending enslaved Africans to America as early as the 16th century;
- b. describing that the Virginia General Assembly passed a law in 1705 that established the legality of owning human beings as property, beginning the practice of inter-generational slavery; and
- c. explaining the connection between the growth of tobacco plantations in Virginia and the growth in the number of enslaved Blacks.

Virginia, the American Revolution, and the Birth of a New Nation

VS.6—~~The student~~5 Students will apply history and social science skills to ~~understand~~learn about key events during the American Revolution with emphasis on explaining the role of Virginia and Virginians ~~in the American Revolution and the beginning of the new nation by:~~

- a. identifying the Virginia Declaration of Rights and describing how it protected individual rights and freedoms and how the declaration empowered Virginians to engage in war against Britain.
- b. identifying that Virginia became the first state to adopt its own constitution. The Virginia Constitution declared independence from British rule and set the framework for a separation of powers: the general assembly and the governor.
- c. identifying the main events leading up to the American Revolution including the sugar tax, Proclamation of 1763, Stamp Act, Quartering Act, boycotts against British goods, and the Boston Massacre;
- ~~a.d.~~ examining the reasons ~~why the colonies went to war with Great Britain,~~ as expressed in the Declaration of Independence why the colonies went to war with Great Britain;
- ~~b.e.~~ examining the ~~various experiences~~important contributions of Virginians during the Revolutionary War era; (e.g., Patrick Henry, Thomas Jefferson, George Mason, George Washington, free and previously enslaved Black soldiers in colonial militias);
- ~~c.f.~~ identifying~~ing~~ explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg ~~to Richmond;~~ and (e.g., Jamestown fire, Williamsburg’s higher elevation, military defense, cleaner water); and
- ~~d.g.~~ identifying the importance of the American victory at Yorktown.

VS.7—~~The student~~6 Students will apply history and social science skills to ~~understand the role of Virginians in~~explain the growth of the new American nation with emphasis on the role of Virginians by:

- a. ~~evaluating~~describing the ~~ideas~~role that Thomas Jefferson played both in Virginia’s first government and in declaring independence from Great Britain;
- b. describing the role that James Madison played in writing the U.S. Constitution and the Bill of Rights, as the “Father of the U.S Constitution”;
- ~~a.c.~~ explaining the ~~principles~~ in the founding documents of Virginia and the United States; (e.g., the Declaration of Independence; the U.S. Constitution, especially the Bill of Rights; Virginia Statute for Religious Freedom);
- d. explaining why George Washington, America’s first president, is called the “Father of our Country”;
- e. describing Nat Turner's Rebellion, its aftermath, and its impact on slavery in Virginia;
- ~~b.f.~~ describing the purpose and functions of the three branches of the United States government and Virginia’s current state government; ~~and~~
- ~~c.g.~~ explaining the influence of geography and technological advances on the migration and its impact

on Virginians into other states and western territories in the first half of the 1800s; and

- h. explaining Virginia's prominence in national leadership, emphasizing its eight presidents from Thomas Jefferson to Zachary Taylor.

Civil War and Reconstruction

~~VS.8 The student~~ **7 Students** will apply history and social science skills to ~~understand~~ analyze key events of the issues that divided our nation Civil War and ~~led to~~ explain Virginia's role in the Civil War by:

- a. explaining the basic causes for the Civil War;
~~a.b.~~ evaluating the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
~~c.~~ evaluating Virginia's role in the war, including identifying and explaining the roles of notable Virginians (e.g., George Thomas, Thomas J. "Stonewall" Jackson, Robert E. Lee, William Harvey Carney, Powhatan Beaty);
~~b.d.~~ identifying major battles that took place in Virginia; (e.g., First and Second Manassas, Fredericksburg, Mc Dowell/Jackson's Valley Campaign, Chancellorsville, Petersburg, Appomattox, Harpers Ferry); and
~~e.e.~~ evaluating the experiences of Indigenous Peoples, WhitesEuropean Americans, and enslaved and free Blacks- during the war (e.g. Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, Mary Bowser).

~~VS.9 The student~~ **8 Students** will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by:

- a. describing what the 13th amendment to the Constitution accomplished;
~~a.b.~~ examining the effects of Reconstruction on life in Virginia; and
~~b.~~ describing the role that the "freedmen's schools" played in the lives of African Americans in Virginia after the Civil War;
~~a.~~ describing the effect of the Supreme Court's Plessy v. Ferguson decision;
~~b.c.~~ analyzing the effects of segregation and "Jim Crow" laws on life in Virginia; and
~~d.~~ explaining the significance of Jackson Ward in Richmond and Vinegar Hill in Charlottesville.

Change and Growth of Virginia

~~VS.10 The student~~ **9 Students** will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by:

- a. explaining the importance of railroads, new industries, and the growth of cities to Virginia's economic development in the late 1800s;
b. explaining the economic and social transition from a rural society to a more urban-society; and
c. evaluating how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens- (e.g., Equal Suffrage League, Maggie L. Walker).

~~VS.11 The student~~ **10 Students** will apply history and social science skills to ~~understand~~ describe the Civil Rights Movement in Virginia by:

- a. explaining the social and political events connected to desegregation and Massive Resistance in national history; and causes and effects of desegregation and Massive Resistance (e.g., 1940 Norfolk School Board case, 1951 Farmville protest, the Supreme Court's Brown v. Board of

Education decision, 1964 Prince Edward County Supreme Court case, “Redlining,” the displacement of Virginia families when the Blue Ridge Parkway was built, the effects that the building of interstate highways had on marginalized communities, and *Loving v. Virginia* Supreme Court decision in 1967); and

- b. investigating the political, social, or economic ~~impacts and effects of~~ choices made by Virginians, ~~such as but not limited to~~ during the civil rights era (e.g., Maggie L. Walker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, Jr., Barbara Johns, A. Linwood Holton, Jr., and L. Douglas Wilder.).

Into Virginia’s Future

VS. ~~12 The student~~ 11 Students will apply history and social science skills to ~~understand~~ explain Virginia’s role in the global economy in the ~~2000s~~ 2000’s, geography, and economics by:

- a. exploring the major products and industries of 21st Century Virginia; ~~and~~ (e.g., software engineering, other technology, defense industry, federal government); and
- b. exploring the impact of the ideas, innovations and advancements of Virginians on a global market.

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Grade Five: United States History to 1865

The Standards for United States History to 1865 are generally covered in upper elementary or middle school grades (Grade 5 – 8). Students develop an understanding of ~~the~~ United States ~~from~~ history from precolonial times, when the Indigenous Peoples who first inhabited the North American Continent ~~to,~~ through the American Revolution and the founding of our Constitutional republic, and through the end of The Civil War in 1865 ~~with an emphasis on the diverse perspectives of the various people who have been part of the history.~~ Students will ~~incorporate concepts of civics, economics, and geography as they analyze how the United States developed and changed. They will~~ analyze the people, places, and events that shaped the ~~country as well as examine~~ young nation, emphasizing the ~~everyday life of~~ diverse ~~groups~~ perspectives of the ~~various~~ people ~~at separate times in the country's~~ who are part of our history ~~during this era.~~ Students will study primary source documents ~~and speeches~~ that laid the foundation for American ideals and institutions ~~as well as~~ and examine ~~resources~~ sources from multiple perspectives ~~that led to change over time. Throughout the chronological study of United States History, students will understand what the region was like prior to the settlement by the British and the events that followed that led to the birth and growth of the United States.~~

Looking Back, Looking Ahead, and Literacy Connections ~~surrounding key events in early American history, including the~~

~~Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to study the development of the United States, focusing on from the first contact with Indigenous Peoples of North America through the Civil War. The fundamental skills and content introduced in the Kindergarten—Virginia Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and~~ Grade five students solidify understanding of United States History to 1865. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are continuing to use skills for reading to learn and will apply reading, writing, and communication skills to the current Standards. This will support their understanding of United States geography, economic choices, and the responsibilities that citizens have in the larger community. U.S. geography, learning about the varied geographic features of America's major geographic regions and major water features.

Skills

US.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. —synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;

contextualizing sources to Having learned about Virginia’s rich history in grade four, including the role that key Virginians played in the formation of the United States, grade five students are well prepared to examine the people and events that formed the new nation and about the causes, course of events, and effects of the Civil War. This exploration of America’s early years prepares students well for their study of American history after the Civil War and into the 21st century.

In grade five ELA, students enhance their understanding of the research process by focusing on evaluating the relevance, reliability, and credibility of information collected to create a research product. Students also define the meaning and consequences of plagiarism. These important standards are easily applied when students conduct research in the context of this U.S. history course. Students may conduct research about the people and events delineated here with the same emphasis on the evaluation of sources, achieving the goals set forth in two different content areas with assignments that are compelling for students. Similarly, students may apply their reading comprehension skills when reading historical fiction and nonfiction texts, including primary resources, in this course. As students build on previous content knowledge, their reading comprehension at increased levels continues to improve.

*****Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Fifth Grade Skills

- **Synthesize** evidence from multiple informational sources
- ~~b. • Differentiate and Contextualize information to better understand the past and the present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in United States history;~~
- ~~c. • applying geographic skills to determine and/or predict~~ **Determine and Predict** patterns and trends of people, places, or events in United States history; using geography skills
- ~~d. • questioning and using critical thinking skills~~ **Think Critically** to construct arguments using evidence from ~~multiple sources; more than one source~~
- ~~e. • comparing~~ **Compare** and ~~contrasting~~ **Contrast** historical, cultural, and political perspectives ~~in United States history;~~
- ~~f. • determining cause~~ **Determine Cause** and ~~effect~~ **Effect** to analyze ~~multiple~~ connections between the past and the present ~~in United States history;~~
- ~~g. — using a decision-making model to analyze and explain the incentives and consequences of a specific choice made in United States history;~~
- ~~h. — engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and~~
- ~~investigating and researching to develop products~~ **Analyze and Explain** decisions made in the past
- **Engage and Communicate** as informed citizens
- **Investigate and Research** to demonstrate learning
- ~~i. • Apply fifth grade skills to demonstrate learning and mastery~~

Geography of North America

USI.2 ~~The student~~ **1 Students** will apply history and social science skills to use maps, globes, photographs and other tools as necessary to:

- a. locate North America in relation to the other continents, and the oceans, ~~and geographic landmarks; and;~~
- b. identify ~~locate~~ and ~~analyze~~ describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
- ~~b.c.~~ locate major water features that created opportunities and challenges for the present and future inhabitants of ~~explain their importance to the North American continent,~~ early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and
- d. memorize the 50 states and their capitals throughout the year.

Early Cultures of North America

USI.3 ~~The student~~ **2 Students** will apply history and social science skills to ~~understand~~ describe how early cultures developed throughout North America by:

- a. describing how archaeologists have recovered artifacts ~~of from~~ ancient settlements to develop theories about when the first humans came to America; ~~and later evidence of Indigenous Peoples; and~~
- b. locating where ~~the~~ Indigenous Peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

USI.4 ~~The student~~ **3 Students** will apply history and social science skills to ~~understand~~ explain European exploration and colonization in North America by:

- a. describing the motivations for, obstacles to, and accomplishments of the Dutch, Spanish, French, Portuguese, and English explorations; and
- b. describing cultural and economic interactions between Europeans and Indigenous Peoples that led to cooperation and conflict, ~~with emphasis on the Indigenous People and European concept of land.~~

USI.5 ~~The student~~ **4 Students** will apply history and social science skills to ~~understand~~ West Africa describe the Transatlantic Slave Trade and its economic impact on the Western hemisphere by:

- a. identifying the location and ~~describing the~~ characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;
- b. describing the arrival of the first Africans to British North America; ~~and~~
- ~~c. —examining the Transatlantic Slave Trade and its economic impact on the Western hemisphere.~~
- c. identifying slave trade as profitable business in America (e.g., as reflected in ships' manifests, tax receipts, bills of sale, and insurance policies);
- d. identifying the challenges and hardships that enslaved people brought to the United States faced; and
- e. identifying the kinship, family ties, and common values that helped enslaved people cope with the conditions of slavery.

Colonial America and the American Revolution

USI.6 ~~The student~~ **5 Students** will apply history and social science skills to ~~understand~~ **explain** the **social, political, religious, economic, and geographic** factors that shaped colonial America by:

- a. describing the ~~geography of~~ **characteristics and differences among the** New England, the Mid-Atlantic, and the Southern colonies;
- b. **explaining Virginia's importance as one of the most populous and wealthiest colonies;**
- ~~b.c.~~ **c.** comparing life from the perspectives of various groups including, but not limited to large landowners, farmers, artisans, **clergy**, merchants, women, indentured servants, and enslaved and free Blacks;
- ~~c.d.~~ **d.** describing the specialization and interdependence of the regions on one another; and
- ~~d.e.~~ **e.** explaining the changing political and economic relationships between the colonies and Great Britain **(e.g., representative self-rule in the colonies).**

USI.7 ~~The student~~ **6 Students** will apply history and social science skills to ~~understand~~ **explain** the **causes, key events, and results** **effects** of the American Revolution by:

- a. ~~explaining~~ **identifying** the ~~issues~~ **causes and effects** of ~~dissatisfaction that led to the American Revolution~~ French and Indian War;
- b. **comparing and contrasting the viewpoints of Loyalists and Patriots;**
- ~~b.c.~~ **c.** describing how ~~political~~ **Enlightenment** ideas, **the Great Awakening**, Judeo-Christian religion, Magna Carta, and ideals from **ancient Rome and Greece** shaped the revolutionary movement in America and led to the **writing of the Declaration of Independence and the formation of the United States government;**
- d. ~~describing the influence of key events and~~ **explaining the "injuries and usurpations," as they were called in the Declaration of Independence, that led to the American Revolution;**
- ~~c.e.~~ **e.** describing the significance of key events (e.g., "taxation without representation," the Boston Tea Party, Boston Massacre, Battles of Lexington and Concord, Battles of Trenton, King's Mountain, Battle of Yorktown) and the **roles of key** individuals including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, **Thomas Paine**, and the Marquis de Lafayette; and
- ~~d.f.~~ **f.** explaining **the course of events in the war (e.g., major battles such as Lexington and Concord, Bunker Hill, Trenton, Yorktown) and** reasons why the colonies were able to defeat Great Britain.

A New Nation and Its Expansion

USI.8 ~~The student~~ **7 Students** will apply history and social science skills to ~~understand~~ **describe** the **challenges faced by the new nation by:**

- a. explaining the **strengths**, weaknesses, and outcomes of the government established by the Articles of Confederation;
- ~~b.~~ **b.** describing the historical development of the Constitution of the United States;
- ~~b.~~ **c.** **describing how**, with an emphasis on the **early** role of Virginian James Madison;
- c. explaining what the Constitutional Conventions was and what the Three-Fifths Compromise was;
- d. explaining the debate over ratifying of the Constitution and the reasons for the addition of the Bill of Rights;
- ~~c.e.~~ **e.** explaining the three branches of U.S. government ~~grew~~;
- f. identifying John Randolph and his opposition to a strong federal government;

- g. describing the annexation of Texas and the Mexican War;
- h. analyzing the causes and effects of Indian Removal policies (e.g., the Removal Act, Trail of Tears, Seminole Wars) and describing the role of key people including Chief John Ross, Chief Osceola, and Andrew Jackson; and
- i. describing the major accomplishments of the first five presidents of the United States (e.g., the exploration and expansion of U. S. territory during Thomas Jefferson’s presidency due to the Lewis and Clark expedition and the Louisiana Purchase).

USI.9—~~The student~~8 Students will apply history and social science skills to ~~understand~~explain westward expansion and reform in America from 1801 to 1861 by:

- a. ~~describing~~describing the reasons why Americans wanted to settle the west (e.g., adventure, land, religion, profit);
- ~~a.b.~~ describing how territorial expansion and how it affected the political map of the United States, including, but not limited such as the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, and the acquisitions of Florida, Texas, Oregon, and California;
- ~~b.c.~~ explaining how geographic and economic factors influenced the westward expansion; movement of settlers;
- ~~c.d.~~ explainingdescribing the aspirations of pioneers and the impact of westward expansion on Indigenous tribesPeoples;
- e. describing the causes, course of events, and effects of the War of 1812 (e.g., conflicts with European states over U.S. territorial expansion, the burning of Washington, D.C., the role of Andrew Jackson, and the effects of the war on Indigenous Peoples in the U.S.);
- ~~d.f.~~ explaining the impact of technological advancements and innovations on changing life in AmericaAmerican innovators, inventions, and free enterprise including the cotton gin, the reaper, the steamboat, and the steam locomotive; and
- ~~e.g.~~ explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women’s suffrage reform movements.

The Civil War

USI.10—~~The student~~9 Students will apply history and social science skills to ~~understand~~describe the causes, major events, and effects of the Civil War by:

- a. describing how slavery impactedaffected the cultural, economic, and constitutional issuesdebates that divided the nation;
- b. describing how agriculture and industry affected or perpetuated slavery;
- ~~b.c.~~ explaining how the geographical expansion of the United States amplified the division of the country overAmericans’ divergent views about the issue of slavery;
- d. describing the Missouri Compromise and what it accomplished;
- ~~c.e.~~ explaining the catalyst for secession and the factors that led individual states to remain in the Union or join the Confederacy;
- ~~d.f.~~ describing how individuals influenced the course of the Civil War including, but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William Tecumseh Sherman, and Frederick Douglass;
- ~~e.g.~~ describing critical developments in the war, including the strategic and geographic influences- tactical decisions associated with major battles (Fort Sumter, First Manassas, Shiloh, Gettysburg, Appomattox); and

f.h. describing the effects of war from the various perspectives of Union and Confederate soldiers, Indigenous People, women, and enslaved African Americans.

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Grade Six: United States History: U.S. History 1865 to the Present

The Standards for the United States History: 1865 to the Present course are generally covered in middle school for Grade six students ~~Grade 6—8~~. Students continue to develop an understanding of the United States from challenges that faced Americans after the Civil War ~~to the continued American experience that has shaped the world's political and economic landscape~~. Students will incorporate concepts of civics, economics, through two world wars, and geography as they into a postmodern society whose innovations have radically changed the way Americans live in the 21st century. Students analyze how the United States developed and changed ~~with emphasis on~~ throughout this time, emphasizing multiple perspectives. ~~The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship~~. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science. Students will analyze the people, places, on important issues and events ~~that developed the county as well as the everyday life of diverse groups of people at different times in the country's history~~. Students will study documents and events ~~that led to increasing changes throughout the course of United States history and the impact those changes would have on the country~~. Throughout the chronological study of United States history since 1865, students will understand how the growth of the United States following the Civil War transformed the country and led to growth of the United States into a world power. Grade six students will understand the causes and events that led to World War I, World War II, and the fall of communism in Eastern Europe and the dissolution of the Soviet Union.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to study the development of the United States, focusing on the development of contemporary America and the resiliency of the diverse people who are part of America's story. The fundamental skills and content introduced in the Kindergarten—Virginia Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of United States History: 1865 to the Present. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have

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opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are continuing to use skills for reading to learn and will apply reading, writing, and communication skills to the current Standards. This will support their understanding of United States geography, economic choices, and the responsibilities that citizens have in the larger community.

Skills

USII.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision-making, and responsible citizenship by

~~synthesizing evidence from~~ The study of early American history in grade five well prepared students in grade six to continue the exploration of America and Americans through its expansion in the early 20th century, through two world wars, and into contemporary times. In particular, having acquired good knowledge of America's earliest years, especially its founding principles, students in grade six are well-equipped to grapple with larger essential questions about how we have tried to live up to our founding principles in the 20th century, and how we could strive to do better. Sixth graders learn about American heroes and innovators who improved life for Americans and all of humanity. Students are introduced or reintroduced to key events in American history such as the Civil Rights Movement and the Great Depression. Students have the opportunity to explore these topics more critically in later grades.

****Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.****

Essential Sixth Grade Skills

- Synthesize evidence from multiple informational sources
- a. ~~Differentiate and Contextualize~~ information ~~sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events in United States history.~~
- b. ~~contextualizing sources to~~ better understand the past and ~~present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in United States history;~~ the present
- c. ~~applying geographic skills to determine and predict~~ Determine and Predict patterns and trends of people, places, or events in ~~United States in~~ history;
- ~~questioning and using critical thinking~~ geography skills
- d. ~~Think Critically~~ to construct arguments using evidence from multiple sources;
- e. ~~comparing~~ Compare and ~~contrasting~~ Contrast historical, cultural, and political perspectives ~~in United States history;~~
- f. ~~determining cause~~ Determine Cause and ~~effect~~ Effect to analyze ~~multiple~~ connections between the past and the present in United States history;
- g. ~~using a decision-making model to analyze and explain the incentives and consequences of a specific choice made in United States history;~~
- engaging Analyze and Explain decisions made in the past and present
- Engage and communicating Communicate as informed ~~community members to examine the tensions between personal interests~~ citizens

- ~~h.~~ **Investigate** and ~~the common good; and~~ **Research** to demonstrate learning
- ~~i.~~ **investigating and researching to develop products** **Apply** sixth grade skills to demonstrate learning ~~and mastery~~

Westward Expansion ~~and its Impact on Indigenous Peoples~~

USII.2—~~The student~~1 Students will apply history and social science skills to ~~examine how perceptions changed about~~ **analyze** westward expansion after the mid-19th century by:

- a. identifying the motivations for westward expansion (e.g., climate, economic challenges, seeking new opportunities, the Gold Rush, Manifest Destiny) and their political, social, and economic effects;
- ~~a.b.~~ explaining how technology allowed settlers to adapt to the physical features and climate of the West; and how westward expansion spurred technological growth (e.g. the spread of the printing press, the telegraph, the railroads, gunpowder, the steamboat, roads, and canals);
- ~~b.~~ **examining the reasons and motivations for westward expansion; and**
- c. ~~examining the impact western~~ detailing the events and developments associated with the Northwest Ordinances, Oregon Treaty, Pacific Railway Act, Gadsden Purchase, Pony Express, annexation of Texas, Treaty of Guadalupe Hidalgo, and the Homestead Act;
- d. describing the key routes of westward expansion including the Oregon Trail, Mormon Trail, Santa Fe Trail; and
- ~~e.~~ explaining the effect that westward expansion had on Indigenous Peoples.

Effects of Reconstruction

USII.3—~~The student~~2 Students will apply history and social science skills to understand the effects of Reconstruction on American life by:

- a. analyzing the goals and the effects of the Thirteenth, Fourteenth, and Fifteenth Amendments, Freedmen's Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, and how they changed the meaning of citizenship in America;
- b. comparing plans for Reconstruction including Lincoln's Ten Percent Plan, President Johnson's Plan, and the Radical Republican Plan for Reconstruction;
- c. describing the role of Congress and the Supreme Court in Reconstruction policies;
- d. describing the role and motivations of "carpetbaggers" and "scalawags" during Reconstruction;
- e. describing tenant farming and sharecropping in a post-Civil War South;
- ~~a.f.~~ detailing the impact of Reconstruction **Amendments and policies;** policies on the South and North and how they affected individual rights and freedoms;
- ~~b.g.~~ describing the legacies of Abraham Lincoln (including The Gettysburg Address), Ulysses Grant, Robert E. Lee, ~~and~~ Hiram Revels, Frederick Douglass; and Mark Twain;
- h. describing the role of Black politicians during Reconstruction, including Dr. Daniel M. Norton and Edward David Bland from Virginia;
- i. describing racial segregation, the rise of "Jim Crow," laws, Black Codes, redlining, and other constraints faced by African -Americans and other people during post-Reconstruction;
- ~~e.j.~~ detailing the rise of violence and intimidation of Black Americans including lynching and armed conflict, the formation and actions of hate groups ~~during post-Reconstruction; and~~ such as the Ku Klux Klan, the White League, and the Red Shirts;

~~d. — examining African American responses toward Jim Crow.~~

- k. analyzing African American responses to Jim Crow (e.g. underground cotton markets; formation of the NAACP; strikes, protests; the work of leaders like Booker T. Washington; W.E.B. DuBois; Mary White Ovington; Ida B. Wells-Barnett; role of HBCUs; Maggie Walker); and
- l. explaining how the presidential election in 1876 ended Reconstruction.

Industrialization and Growth

USII.4—The student3 Students will apply history and social science skills to understand how **life industrialization** changed life in rural and urban America after the Civil War by:

- a. explaining relationships among natural resources, transportation, and industrial development afterfrom 1865; to the present day;
- b. explainingdescribing the impact of new technology and the growth of industry on American farms and in cities (e.g. water-powered mills, canals, the cotton gin, the steam engine, the reaper, the railroads, sewing machines, typewriters, machinery for tool manufacture);
- c. detailing the reasons for the increase in immigration, in the 19th century (e.g. search for prosperity, potato blight, cholera epidemic, freedom from religious and political persecution);
- ~~b.d.~~ describing the growth of cities, and the challenges arising from this that the expansion; caused;
- ~~c.~~ explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and
- ~~d.e.~~ evaluating and explaining the impact of the Progressive Movement on addressing the challenges created by the rapid transformation of the country after the Civil War. (e.g. the role of muckrakers, the Meat Inspection Act, Pure Food and Drug Act, the Seventeenth Amendment, anti-trust laws, organized labor, creation of the Federal Reserve, women's suffrage movement, temperance movement, corruption, mafia, and the eugenics movement);
- f. explaining the effect of Populism in the United States and Virginia (e.g. Grange, Farmers' Alliance, and People's Party); and
- g. evaluating the legacy of Theodore Roosevelt on the conservation of lands, the establishment of national parks and monuments, and the preservation of wildlife.

USII.5—The student4 Students will apply history and social science skills to **understand the changing role of explain how** the United States **gained international power and expanded its sphere of international influence** from the late nineteenth century through World War I by:

- a. explaining the growth of United States' territories, including the reasons for and results of the Spanish-American War; American War (e.g. Cuban War for Independence, Treaty of Paris, U.S. acquisition of territories: Guam, Puerto Rico and the Philippines);
- b. analyzing the major events/battles of the war and examining the roles of key leaders and groups (e.g. air warfare, submarine warfare, Zimmerman telegram and the sinking of the Lusitania, the experiences of soldiers in trench warfare and its long-lasting effects, Harlem's "Hellfighters");
- ~~b.c.~~ describing U.S. responses to the war including Theodore Roosevelt's impact on the foreign policy of the United States; and, Woodrow Wilson's Neutrality Acts, and other key events, such as the expansion of Monroe Doctrine, the use of wartime propaganda, the Espionage Act, and building the Panama Canal);
- ~~c.d.~~ evaluating and explaining the reasonspros and cons for the United States' involvement in World War I and its international leadership role at the conclusion of the war. (e.g. Wilson's 14 Points,

- the Treaty of Versailles, League of Nations, Paris Peace Conference); and
e. explaining how post-war sanctions set the stage for World War II.

USII.6—The student5 Students will apply history and social science skills to ~~understand~~analyze the social, political, economic, and technological changes of the early twentieth century by:

- a. explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living; (e.g. Henry Ford, Alexander Graham Bell, Granville Woods);
- b. describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c. differentiating between capitalism and communism and how each affected America during the early 1900s, including the Bolshevik Revolution and the first Red Scare;
- d. explaining the importance of Women’s Suffrage and key events in history that led to the Nineteenth Amendment (e.g. Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells, Sojourner Truth);
- ~~e.e.~~ examining art, literature, and music from the 1920s and 1930s, including, but not limited to the Harlem Renaissance; and (e.g. proliferation of jazz and blues music, movement from “realism” to “modernism” in visual art and literature);
- f. analyzing the ~~causes of~~ effects of the “Roaring Twenties,” the Great Depression, its impact and the Dust Bowl on Americans; Americans’ lives; and
- ~~d.g.~~ describing the major features of Franklin D. Roosevelt’s New Deal; how it helped some Americans and hurt others.

~~The Second~~ World War II and America’s Transformation

USII.7—The student6 Students will apply history and social science skills to ~~understand~~analyze the major causes, events, and effects of America’s role in World War II by:

- a. explaining the rise and spread of militarism and totalitarianism internationally (e.g. Imperial Japan, fascist Italy, Nazi Germany, communist Russia);
- ~~a.b.~~ explaining the causes and events that led to American involvement in the war, including the war in the Pacific, the attack on Pearl Harbor, and the policy of appeasement towards Nazi Germany;
- ~~b.c.~~ locating and describing the major events and turning points of the war in Europe and the Pacific; (e.g. Battle of the Atlantic, Operation Torch, Operation Overlord/Battle of Normandy, Battle of the Bulge, Battle of Berlin, D-Day);
- d. ~~explaining and~~ identifying the roles and sacrifices of individual American military servicemen, as well as the unique contributions of the special fighting forces (e.g. the Tuskegee Airmen, the 442nd Regimental Combat Team, the Navajo Code Talkers);
- ~~e.e.~~ evaluating the ~~impact~~ effect of the war on the home front; and (e.g. women in the workforce, POWs in American, Japanese internment camps, rationing, conservation, war bonds, GI Bill);
- ~~d.f.~~ examining the consequences of the Holocaust and the United States’ response including antisemitism, Nuremberg Laws, restricting civil rights, resistance efforts, Nuremberg Trials;
- g. examining the course of events and the pros and cons of the Manhattan Project;
- h. describing the events that led to the surrender of Axis Powers and America’s role in the Allied victory; and
- i. explaining how key decisions, like the Atlantic Charter, made by Allied forces affected the course of the war and the world thereafter.

USII.8—~~The student~~7 Student will apply history and social science skills to ~~understand the~~analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present by:

- a. describing the ~~status of the world and the formation~~rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, the establishment of the United Nations~~at the end of World War II, The Marshall Plan, and the Berlin airlift;~~
- b. ~~examining the beginning of the Cold War between the United States and Soviet Union and their differences in governance, economic systems, rebuilding following WWII, and formation of alliances;~~
- c. ~~analyzing the~~role of the United States in defending freedom during the Cold War with the Soviet Union, including study of the differences in their views on self-governance, their forms of government and their economies; the wars in Korea and Vietnam; the Cuban missile crisis; and the collapse of communism in Eastern Europe;
- d. describing the competition for space exploration and nuclear capability;
- e. describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, ending the military draft, women, and minorities; and explaining the impact of technological advances during and after the war (e.g., sonar, radar, the cavity magnetron, nascent computers, television; and advances in medicine such as blood transfusions, skin grafts, antibiotics, and globalization) on American day-to-day life.

Contemporary America

USII.9—~~The student~~8 Students will apply history and social science skills to ~~understand of~~analyze the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- a. ~~examining~~exploring the impact of social reform efforts including but not limited to accomplishments of innovators and heroes who affected America and the world during this era (e.g., Martin Luther King, Jr., Dorothy Height, Marian Anderson, John F. Kennedy, and Ronald Reagan);
- b. ~~detailing the key events and change makers of the Civil Rights Movement, the Americans with Disabilities Act (ADA) and the Women's Rights Movement in America and Virginia including Martin Luther King, Jr, Rosa Parks, Malcolm X, Rosa Parks, Ruby Bridges, John Lewis, Medgar Evers, Ralph Abernathy, boycotts, Selma, Massive Resistance;~~
- c. Examining key events of the time including the Apollo Missions and landing on the moon, presidential assassination and other assassination attempts, the women's movement of the 1960's and 70s, creation of public sector labor unions, Nixon's resignation.
- d. ~~describing the development of new technologies in communication, entertainment, and business and their impact on American life;~~effect on American life (e.g. the microphone, television, computers, magnetic tape, the electric guitar, the synthesizer, mobile phones, digitized music, photography and video);
- e. ~~analyzing how many citizens have influenced America scientifically, culturally, academically, and economically;~~
- f. ~~evaluating and explaining post WWII American foreign policy, immigration, particularly the global environment, and other emerging issues.~~roles played by Ronald Reagan, Margaret Thatcher, Pope

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f. [analyzing the September 11, 2001 attack on America and the Global War on Terror.](#)

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Grade Seven: Civics and Economics

The Standards for the ~~Students~~ deepen and broaden their ~~Civics and Economics course generally covered in middle school for students in grades 6—8. Students develop an~~ understanding of the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles ~~with on~~ which the constitutions of Virginia and the United States were established, identify the rights, ~~duties,~~ and responsibilities of ~~citizens~~ citizenship, and describe the structure and operation of government at the local, state, and national levels. ~~Through~~ Students gain practical knowledge about how the ~~economics standards, students~~ American government functions at all levels. Students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will focus on individual rights and responsibilities to understand traits such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, which facilitate thoughtful and effective ~~active~~ participation in the civic life of an increasingly diverse democratic society.

Looking Back, Looking Ahead, and Literacy Connections

Students will ~~apply~~ have developed good foundational knowledge ~~and civic skills from their study of~~ United States ~~History to understand~~ history and civics in grades K – 6 that will serve them well as they explore more deeply the foundational principles that led to the establishment of the U.S. government and the role of commerce, both domestically and internationally. Students will explore the basic structures of Virginia and United States government and economic systems, as well as the intellectual and practical skills ~~required~~ necessary for ~~responsible~~ citizenship. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students analyze artifacts, primary and secondary sources to gather information, create charts, tables, and graphs and organize information to make informed civic and economic decisions. ~~Students will continue to develop Workplace Readiness Skills of~~ **RESPECT FOR DIVERSITY, TEAMWORK and INITIATIVE AND SELF-DIRECTION.** Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately may easily apply the grade seven English standards for the setting and audience. Students will also gain knowledge to support **CAREER AND LIFE MANAGEMENT** to begin planning, implementing, and managing personal and professional development goals for post-graduation success. Application of reading, writing, and communication skills supports the opportunities for civic engagement practice: media literacy here, while analyzing the integration of the knowledge, skills, and values to inform actions with others; understanding role that multimedia plays in both civic and economic life.

*****Refer to the Curriculum Framework for instructional guidance on how to incorporate the** ~~political and economic systems of a representative democracy; civility, leadership, and practice of the responsibilities that individuals have in a democratic society.~~ **skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Seventh Grade Skills

CE.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- ~~synthesizing~~**Synthesize** evidence from ~~information~~**multiple informational sources**
- a. ~~— Evaluate~~ sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand civics and economics;
- b. ~~— contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in civics and economics.~~
- c. ~~— applying geographic skills to determine and predict~~**Determine and Predict** patterns and trends of people, places, or events;
- ~~— questioning and in history~~ using ~~critical thinking~~**geography** skills
- d. ~~— Think Critically~~ to construct arguments using evidence from multiple sources;
- e. ~~— comparing and contrasting historical, cultural, and political~~**Compare and Contrast multiple perspectives; using maps and other visual images**
- f. ~~— determining cause~~**Determine Cause** and ~~effect~~**Effect** to analyze ~~multiple~~**geospatial** connections ~~between and understand the~~ past and present;
- g. ~~— using a decision making model to analyze and explain the incentives and consequences of a specific choice made;~~
- ~~— engaging~~**Analyze and Explain** decisions made in the past and present
- ~~— Engage and communicating~~**Communicate** as informed ~~community members to examine the tensions between personal interests~~**citizens**
- h. ~~— Investigate and the common good; and~~
- i. ~~— investigating and researching to develop products~~**Research** to demonstrate learning.
- **Apply seventh grade skills to demonstrate learning and mastery**

American Constitutional Government

CE.2 — The student**1 Students** will apply history and social science skills to ~~understand~~**explain** the foundations of American constitutional government by:

- a. explaining the fundamental principles of: consent of the governed, limited government, rule of law, **representative** democracy, and ~~representative government~~**constitutional republic**;
- b. ~~examining and evaluating~~**describing** the ~~impact~~**influence** of the Magna Carta; **English Common law**; charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612; the Virginia Declaration of Rights; the Declaration of Independence; the Articles of Confederation; and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
- c. **compare and contrast** debates, compromises, and plans surrounding the drafting and ratification of the U.S. Constitution.
- e.d. ~~describing the purposes for~~**purpose of** the Constitution of the United States; **as stated in its Preamble**;
- e. explaining the fundamental principles and concepts of the U.S. government, including Creator-endowed unalienable rights, due process, equal justice under the law, equal protection, federalism, elections and a representative government, limited government, right to private property, popular sovereignty, right to privacy, rule of law, supremacy clause, and separation of powers; and
- d.f. describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.2 Students will apply history and social science skills to analyze how American constitutional

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government functions at the national level by:

- a. describing the structure and powers of the government (the three branches of government);
- b. explaining the principle of separation of powers and the operation of checks and balances;
- c. explaining the lawmaking process; and how individuals and interest groups can influence public policy; and
- d. describing the particular role and powers of the executive branch (i.e., as explained in Article II of the U.S. Constitution).

CE.3 Students will apply history and social science skills to analyze how constitutional government functions at the state level by:

- e. describing the structure and powers of the state government (the three branches of government);
- a. explaining the relationship between state governments and the national government in the federal system referencing Federalist #10 and the tension that exists between state and federal powers;
- b. explaining the state lawmaking process; and
- c. describing the roles and powers of the executive branch and regulatory boards as they affect states.

CE.4 Students will apply history and social science skills to analyze American constitutional government at the local level by:

- a. describing the structure and powers of the local government and explaining the local lawmaking process;
- b. explaining the relationship between local government and the state government;
- c. describing the impact of international issues and events on local decision making; and
- d. comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments including citizen engagement, how each is financed, and how they work together and separately.

CE.

5 Students will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by:

- a. describing the system of state and federal courts, what jurisdiction is, and what judicial review is;
- b. describing how due process protections seek to ensure justice;
- c. comparing and contrasting civil and criminal cases; and
- d. explaining the effects of Supreme Court cases affecting the judiciary, such as Marbury v. Madison.

Citizenship and Civic Life

CE.3—The student6 Students will apply history and social science skills to understanddefine citizenship by:

- a. describing the processes by which an individual becomes a citizen of the United States;
- b. describing the rights and privileges guaranteed by the First Amendment: freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; under the law (5th and 14th amendments);
- c. describing the duties and evaluating how engagement address community needs and serve the public good responsibilities of U.S. citizenship, including obeying the laws, paying taxes, defending the nation, and Constitution, serving in court; and

- c. ~~examining the and evaluating how engagement address community needs and serve the public good including registering on a jury, and voting, communicating with government officials;~~
- d. ~~explaining who is eligible to vote and why;~~
- ~~d.e.~~ e. ~~examining how civic participation can address community needs and serve the public good, i.e., the importance of volunteering, participating in political campaigns, keeping staying informed about current issues, and respecting differing opinions in a diverse society-; and~~
- f. ~~examining the process, importance, and fairness of immigration at different points in U.S. history.~~

CE.4 ~~The student~~ 7 Students will apply history and social science skills to ~~demonstrate personal~~ describe the character traits that ~~facilitate thoughtful and exhibit~~ effective and respectful participation in civic life ~~by practicing:~~ trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, ~~accountability, and~~ self-reliance; respect for the law; patriotism; ~~thoughtful decision making; and service to the school and local~~ in one's community.

The Political Process

CE.5 ~~The student~~ 8 Students will apply history and social science skills to ~~understand~~ describe the political process at the local, state, and national levels of government by:

- a. describing the functions of political parties;
- ~~b. comparing and contrasting the similarities and differences of political parties;~~
- ~~e.b.~~ b. analyzing campaigns for elective office, with emphasis on the ~~role of~~ roles of candidates, volunteers, the media, voters, and poll watchers;
- ~~d.c.~~ c. evaluating and explaining the role of campaign contributions and ~~costs~~ the cost of campaigns;
- ~~e.d.~~ d. examining the history of and requirements for voter registration; and ~~practices;~~ and
- ~~f.e.~~ e. describing the role of the Electoral College in the election of the president and vice president.

CE.6 ~~The student~~ 9 Students will apply history and social science skills to ~~understand the American~~ explain constitutional government at the national level by

- a. ~~describing the structure and powers of the national government;~~
- b. ~~explaining the principle of separation of powers and the operation of checks and balances~~
- c. ~~explaining the lawmaking process and how individuals and interest groups influence public policy; and~~
- d. ~~describing the roles and powers of the executive branch.~~

CE.7 ~~The student will apply history and social science skills to understand the American constitutional government at the state level by~~

- a. ~~describing the structure and powers of the state government;~~
- b. ~~explaining the relationship of state governments to the national government in the federal system;~~
- c. ~~explaining and simulating the lawmaking process; and~~
- d. ~~describing the roles and powers of the executive branch and regulatory boards.~~

CE.8 ~~The student will apply history and social science skills to understand the American constitutional government at the local level by~~

- a. ~~describing the structure and powers of the local government and explaining the local lawmaking process;~~

- b. ~~explaining the relationship of local government to the state government; and~~
- c. ~~describing the impact of international issues and events on local decision making.~~

~~CE.9~~ ~~The student will apply history and social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by~~

- a. ~~describing the exercise of judicial review;~~
- b. ~~describing the organization of the state and federal courts with original and appellate jurisdiction and explaining how due process protections seek to ensure justice; and~~
- c. ~~comparing civil and criminal cases.~~

~~CE.10~~ ~~The student will apply history and social science skills to understand~~ the role of the media and its social media (i.e., their influence on local, state, and national levels of government) by:

- a. ~~examining the impact~~ explaining the role of the press in reporting events without bias;
- a.b. ~~describing the effect that biased reporting can have on public opinion and public policy; and~~
- b. ~~describing its impact on individuals and interest groups and influence public policy.~~
- c. explaining the role that individuals can play in the political process by expressing their opinions publicly via print or online media; and
- d. evaluating the effect of social media on political campaigns, politics, and civic discourse,

Economic Decisions

~~CE.11~~ ~~The student~~ Students will apply history and social science skills to ~~understand~~ analyze how economic decisions are made in the marketplace and in daily life by:

- a. explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an "opportunity cost ~~and~~";
- b. explaining the importance of innovation and productivity, including the freedom to choose occupations, and how to spend leisure and work time; and
- b.c. ~~comparing how traditional, and contrasting~~ free market, command, and mixed economies ~~decide to~~ determine how ~~to allocate their~~ each affects the allocation of limited resources ~~and the subsequent effects on daily life (e.g., use examples from history that explain differences in standards of living and the toll on human lives).~~

~~CE.12~~ ~~The student~~ Students will apply history and social science skills to ~~understand~~ describe the United States economy by:

- a. evaluate the unique qualities of free enterprise and how democracy cannot survive without it;
- a.b. ~~describing the characteristics of the United States economy, including limited~~ such as government, private property, ~~profit,~~ capital investment, markets, consumer sovereignty, and competition;
- b.c. ~~describing how~~ explaining the effect in a market economy of supply and demand ~~determine on~~ consumer prices;
- e.d. ~~describing the~~ types of business organizations (e.g., for and not for profit, private, and publicly traded) and the role of entrepreneurship;
- d.e. ~~explaining the circular flow that shows how~~ Explaining the impact of consumers ~~(individuals),~~ producers ~~(businesses),~~ and the government ~~interact~~ interactions on the economy;
- e.f. explaining how financial institutions channel funds from savers to borrowers; and
- f.g. analyzing the relationship role of Virginia in the United States and ~~the United States to the~~ global ~~economy~~ economies, with an emphasis on the ~~impact~~ effect of technological innovations.

CE.13 —~~The student~~Students will apply history and social science skills to ~~understand~~analyze the role of government in the United States economy, as formulated by the Founders in our Constitution by:

- a. examining the effect of competition in the marketplace;
- b. explaining how and why government provides certain goods and services;
- c. describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services ~~they provide~~;
- d. explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
- e. explaining the role of government currency and analyzing the purpose of a money economy; and
- f. ~~describing~~evaluating how and why governments regulate ~~to protect consumers~~industry, labor, ~~the environment, and~~ competition in the marketplace, ~~and property rights~~.

CE.14 —~~The student~~Students will apply history and social science skills to ~~explore~~explain career opportunities and understand the fundamentals of personal finance by:

- a. identifying the talents, interests, and aspirations that can influence career choice;
- b. identifying the attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c. identifying abilities, skills, (intellectual and physical), and education and the changing supply of and demand for them in the economy;
- d. examining the ~~impact~~effect of technological change and globalization on career opportunities;
- e. describing the importance of education to one's intellectual life, lifelong learning, and personal ~~finances; and~~financial goals;
- f. analyzing the role of financial ~~responsibilities of~~responsibility in good citizenship, ~~including (e.g., evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.); and~~ and
- g. ~~evaluating access to~~describing the importance of equal opportunities for ~~equitable~~access to education and ~~skill development~~training.

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Grade Eight: World Geography

The Standards for the World Geography course can be offered in grades 8—12. Students develop an understanding of the world's peoples, places, and environments, with an emphasis on global interactions and interdependence. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as the framework for studying interactions between humans and their environments. By exploring human influences and patterns, students will better understand the world around them, to make predictions, and propose solutions to current issues. Throughout the course, students will use the tools and thinking processes of geographers to help them analyze and understand how geography has influenced the development of the world.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and use geographic skills from previous Social Science Standards of Learning to develop the knowledge and skills to emphasize thinking geographically. Each standard, introduced with an **Overarching Inquiry Question** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content, help students acquire, arrange, and use geographic information as well as resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions; understand geographic information; and connect geographic concepts to political decisions, real-life scenarios and their daily lives. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY**, **TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **BIG PICTURE THINKING** by engaging with content to understand the social, economic, and environmental impacts of their actions. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; understand the interactions between humans and their environments; and practice of the processes of geographers and other social scientists in a global society. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

*****Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Eighth Grade Skills

- Synthesize information from history, economics, civics, and geography

- Ask and Answer questions about geography
- Interpret graphs, pictures, maps, and other images to predict patterns in history
- Compare and Contrast regions and countries using maps
- Analyze geographic information
- Organize geographic information
- Engage and Communicate as informed citizens
- Investigate and Research to demonstrate learning
- Apply eighth grade skills to demonstrate learning and mastery

WG.1— The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:

- synthesizing evidence from ~~information sources including, but not limited to~~ artifacts and primary and secondary sources, ~~charts, graphs, and diagrams~~ to obtain information about the world's countries, cities, and environments;
- ~~contextualizing, corroborating, and evaluating sources for accuracy, credibility, bias, and propaganda~~ using geographic information to determine patterns and trends to understand ~~the world's~~ world regions;
- ~~applying geographic skills~~ creating, comparing, and interpreting maps, charts, graphs, and pictures to determine ~~and predict patterns, trends and~~ characteristics of world regions;
- ~~questioning and using critical thinking skills to construct arguments using evidence from multiple sources;~~
- evaluating sources for accuracy, credibility, bias, and propaganda;
- using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;
- ~~determining~~ explaining indirect cause-and-effect ~~to analyze multiple connections between past and present~~ relationships to understand geospatial connections;
- analyzing multiple connections across time and place;
- ~~g.h.~~ using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- ~~h.i.~~ engaging identifying the rights and ~~communicating as informed community members to examine the tensions between personal interests~~ responsibilities of citizenship and the ~~common good~~ ethical use of material or intellectual property; and
- ~~i.j.~~ investigating and researching to develop products ~~to demonstrate learning orally and in writing.~~

Introduction to Geography

WG.2—The student will ~~apply history and social science skills to explain~~ analyze how geographic information and tools are used to make decisions by

- ~~analyzing a variety of data and thematic maps to draw correlations between~~ physical and human geography; and ecological processes shape Earth's surface by:
- ~~examining ways culture and experience influence perspectives of place.~~

Classifying and Identifying Regions explaining regional, climatic patterns and weather phenomena and their effects on

- a. ~~WG.3 The student will apply history and social science skills to explain how~~ people and places ~~are organized by;~~
- b. describing how humans influence the environment and are influenced by it; and
- a.c. ~~explaining how information sources are used to define regions; and~~ technology affects one's ability to modify and adapt to the environment.
- b. ~~analyzing the factors that influence continuity and change in regions over time.~~

Population and Migration

WG.4—3 The student will apply ~~history and social science skills to understand population and migration~~ the concept of a region by:

- a. ~~explaining how data is used to describe and compare populations; and~~ characteristics of regions have led to regional labels;
- b. ~~analyzing the causes, impacts, and responses related to migration.~~

Culture

- b. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
- c. analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;
- d. explaining how different cultures use maps and place names to reflect their regional perspectives; and
- e. developing and refining mental maps of world regions.

WG.5—4 The student will apply ~~history and social science skills to determine cultural~~ evaluate the significance of natural, human, and capital resources by:

- a. comparing the distribution of major natural resources throughout world regions;
- b. showing the influence of resources on patterns of economic activity and ~~interactions across time and use; and space by~~
- c. evaluating perspectives regarding the use of resources.

WG.5 The student will analyze the characteristics of the United States and Canadian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics ~~that contribute to cultural identity;~~ and
- d. recognizing cultural groups, influences and landscapes.

WG.6 The student will analyze the characteristics of the Latin American and Caribbean regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- a.d. recognizing cultural influences and landscapes ~~and;~~
- b. ~~examining how cultures influence and interact with each other.~~

Political Geography

WG.7 The student will analyze the characteristics of the European region by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.8 The student will analyze the characteristics of the Russian and Central Asian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.9 The student will analyze the characteristics of the Sub-Saharan African region by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.10 The student will analyze the characteristics of the North African and Southwest Asian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.11 The student will analyze the characteristics of the South Asian and Southeast Asian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.12 The student will analyze the characteristics of the East Asian region by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.13 The student will analyze the characteristics of the Australian and Pacific Islands regions by:

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- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical and environmental features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences and landscapes.

WG.14

~~WG.6~~ The student will apply ~~history and~~ social science skills to ~~explain the influence of geography on borders and political decision making by~~ compare and contrast the distribution, growth rates, and characteristics of human population by:

- a. ~~describing ways in which political, historical, geographical, and socio-cultural factors combine~~ examining demographic data to determine ~~borders, the relative level of development;~~
- ~~a. b. distinguishing between developed and developing countries; and;~~
- b. ~~examining issues of conflict and cooperation.~~

Resources and the Environment

- c. comparing and contrasting the level of economic development to the standard of living and quality of life.

~~WG.7—15~~ The student will apply social science skills to ~~understand patterns of production, management, and consumption by~~ analyze past and present trends in human migration and cultural diffusion by:

- a. ~~describing how geography and the environment affects the location of natural resources around the globe;~~
- b. ~~describing ways physical geography may be modified; and~~
- c. ~~examining the sustainable use and management of resources.~~

Globalization

- a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and
- b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

~~WG.8—16~~ The student will apply ~~history and~~ social science skills to ~~understand~~ analyze the patterns of urban development by:

- a. applying the concepts of site and situation to major cities in each region;
- b. explaining how the functions of towns and cities have changed over time; and
- c. describing the unique influence of urban areas and challenges urban areas face.

WG.17 The student will apply social science skills to analyze the impact of globalization by:

- a. ~~examining~~ identifying factors, including comparative advantage, that influence the distribution of economic activities and trade; ~~and~~
- b. ~~analyzing global trade and communication networks.~~

- b. describing ways that economic and social interactions change over time; and
- c. mapping, describing, and evaluating economic unions.

WG.18 The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth's surface by:

- a. explaining and evaluating reasons for the creation of different political divisions; and
- b. describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

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Grade Nine: World History and Geography to 1500 CE

The standards for the World History and Geography to 1500 CE ~~course for students in grades 8—12~~ ~~develop student understanding and offer~~ opportunities ~~for students~~ to explore the historical development of people, places, and patterns of life from ancient time until 1500 CE. Students will ~~explore~~ examine the emergence of hunter-gatherer societies and the impact of geography ~~of their on~~ migration and ~~future~~ the development of ~~societies~~ civilizations. Students will explore ~~societies~~ civilizations throughout the ancient world to understand the reasons for their ~~reasons for~~ development and how they led to the development of civilizations throughout the world. Students will examine the interactions and conflicts ~~of these societies~~ among them. Through historical research, analysis and interpretation, students will understand the ~~development of world societies and their impacts on the modern world~~.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and geographic skills from previous History and Social Science Standards of Learning to the development of the ancient world from hunter-gatherer societies to ancient societies throughout the world. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content helps students use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others.

Skills

~~WHI.1 The student will use social science skills for~~ relationships among key historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. ~~synthesizing evidence from information sources including, but not limited artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in world history;~~ (causes and effects) up to the Renaissance.
~~contextualizing sources to understand the past and present and corroborating and evaluating~~
Students may easily apply literacy standards for grade nine in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, in writing, or through mixed media.

*****Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Ninth Grade Skills

- Synthesize evidence from multiple informational sources
- ~~b. • Evaluate~~ sources for accuracy, credibility, bias, and propaganda ~~world history;~~
- Interpret graphs, ~~and pictures,~~ maps, and other images to ~~determine characteristics~~ applying geographic skills to determine and predict patterns ~~and trends of people, places, or in~~ history
- Compare and Contrast historical perspectives in world history
- ~~c. • Analyze~~ how events in ~~world history;~~ had an impact on the world (cause and effect)
- ~~d. — evaluating sources for accuracy, credibility, bias, and propaganda questioning and using critical thinking skills to construct arguments using evidence from multiple sources;~~
- ~~e. — comparing and contrasting historical, cultural, economic, and political perspectives in world history;~~
- ~~f. — explaining how indirect cause and effect relationships determining cause and effect to analyze multiple connections between past and present and the impact on people, places, and events in world history;~~
- ~~g. — using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;~~
- ~~h. — engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and~~
- Investigate and Research to demonstrate learning
- Analyze and Explain decisions made in the past and present
- Engage and Communicate as informed citizens
- Apply ninth grade skills to demonstrate learning and mastery

Paleolithic Era into the Agricultural Revolution Neolithic Era

~~WHI. (approximately 2—The student.6 million years BCE – 3000 BCE)~~

WHI.1 Students will apply history and social science skills to ~~understand~~ describe the period from the Paleolithic Era into the Neolithic Era by:

- a. explaining the ~~impact of the natural environment~~ effect that geography had on ~~hunter-gatherer~~ the emergence and migration of hunter-gatherer societies;
- b. describing characteristics of hunter-gatherer societies, including their use of tools and fire;
- c. analyzing how technological and social developments gave rise to ~~permanent~~ sedentary settlements; and
- d. analyzing how ~~social scientists and their archaeological~~ discoveries ~~are changing~~ change current understanding of early societies.

~~Social, Cultural, Political, and Economic~~

Development of Early ~~Societies~~ Civilizations (approximately 4,000 – 3,500 BCE)

~~WHI.3—The student2 Students~~ will apply history and social science skills to ~~understand~~ compare and contrast events in world

history during this era by:

- a. analyzing conflicts and reactions to various forms of government;

- b. evaluating economic principles of the ~~cultural, social,~~ era;
- c. identifying how science, technology, and innovations altered societies;
- d. analyzing the social, and religious structures throughout this era including philosophy; religion, enlightenment, natural rights, and civic and political, ~~and economic characteristics of~~ institutions;
- e. describing political structures throughout this era, including civic ideals such as freedom, liberty, and justice;
- f. explaining systems of government during this era; and
- g. analyzing the role of slavery throughout the world during this era.

WHI.3 Students will apply history and social science skills to describe the early societies in the Fertile Crescent by:

- a. locating these civilizations (e.g., Mesopotamia, Egypt, Nubia) in time and place and describing their major geographic features;
- b. describing the development of social, political, and economic patterns during this era, including slavery;
- c. describing the development of the Israelites; as well as the origins, beliefs, traditions, customs, persecution and spread of Judaism;
- d. describing the origins, beliefs, traditions, customs and, persecution and spread of Christianity;
- e. describing the origins, beliefs, traditions, customs, persecution and spread of Islam; and
- f. describing the development of the Phoenician civilization.

WHI.4 ~~and explaining~~ Students will apply history and social science skills to describe ancient Asian societies by:

- a. ~~analyzing~~ the impact of geography on the development of these societies;
- b. ~~describing the development of Egypt and Nubia;~~
- c. ~~describing the development of Mesopotamia;~~
- d. ~~describing the development of the Israelites;~~
- e. ~~describing the origins, beliefs, customs, and spread of Judaism; and~~
- f. ~~a. describing the development of the Phoenicians~~ ancient.

~~WHI.4 — The student will apply history and social science skills to understand the ancient Asian societies by~~

- a. ~~analyzing the impact of geography on the development of~~ India and China, including locating them in time and place and describing their major geographic features;
- b. describing social, cultural, political, and economic development of ~~India;~~ ancient India including migration, contributions, and its roots in the varnas and the jatis system.
- c. describing the origins, beliefs, customs, and growth of Hinduism;
- d. describing the origins, beliefs, customs, and growth of Buddhism;
- e. describing social, cultural, political, and economic development of ancient China; and
- f. describing the impact of Confucianism, Taoism, and ~~Legalism.~~ Legali.

WHI.5 — ~~The student~~ Students will apply history and social science skills to ~~understand ancient Persia and Greece by~~ analyze the geographic, political,

~~analyzing the impact of geography on the development of these societies in time and place and economic, religious, and social structures Persia and Greece and its influence on western civilization by:~~

- a. describing ~~their~~ the major geographic features of ancient Persia and Greece, analyzing the effect that

- geography had on their development;
- b. describing the social, cultural, political, and economic aspects of ancient Persia;
- ~~b. describing the social, cultural, political, and economic development of Persia;~~
- ~~c. describing social, cultural, political, and economic development of Greece; and~~
- ~~d. c. analyzing their regional interactions with emphasis on the significance of Athens and the long-lasting consequences.~~ Sparta, on the development of citizenship (including its limits), and on different forms of democracy;

WHI.6 — The student will apply history evaluating the causes and social science skills to understand Rome by

- ~~a. analyzing the impact~~ consequences of geography on their development;
- ~~b. d. describing the social Persian and religious structure and development of the Roman Republic; Peloponnesian wars;~~
- ~~c. describing~~ evaluating the social and economic development significance of Alexander the Roman Empire;
- ~~d. e. describing Great's conquest of Greece and the social, cultural, political, formation and economic development of the Byzantine Empire~~ spread of Hellenistic culture; and
- ~~e. describing the origins, beliefs, customs, and growth of Christianity.~~
- f. explaining the influence of ancient Greek contributions in drama, poetry, philosophy, sculpture, architecture, science, and mathematics (e.g., Greek tragedy and comedy, Socrates, Plato, and Aristotle, the Parthenon, the Acropolis, Homer, Greek mythology, Euclid, Archimedes).

WHI.7 — The student ~~6~~ Students will apply history and social science skills to ~~understand~~ analyze the Islamic by

- ~~a. analyzing the impact of geography on their development;~~
- ~~b. describing the origins, beliefs, customs, and growth of Islam; and~~
- ~~c. describing social, cultural, political, causes and economic development of Islamic societies.~~ effects of the rise

and fall of the Roman Empire by:

- a. describing the early strengths, the far reach, and lasting contributions of Rome (e.g., significance of Roman citizenship and the existence of slavery; rights under Roman law; Roman art, architecture; engineering, and philosophy; the persecution and eventual adoption and transmission of Christianity throughout Europe) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, political instability and weakening of the border, and distribution of news);
- b. defining the geographic borders of the empire at its height and the factors that threatened its territorial cohesion;
- c. describing the establishment by Emperor Constantine of the new capital in Constantinople and his eventual division of the Roman Empire in 330 CE into the Eastern (Byzantine) and Western Roman Empires,
- d. describing the origins, beliefs, customs, and growth of Christianity, including the New Testament, early church councils, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and

- e. explaining the unifying role of the Church in Europe after the collapse of Rome in the late 5th century.

The Middle Ages (Fall of Rome in 476-early 15th century)

WHI.8 ~~The student~~ **7 Students** will apply history and social science skills to ~~understand Western Europe during the Middle Ages from by~~

- a. ~~analyzing the impact of geography on the development of Western Europe.~~
- b. ~~describing social, cultural~~ analyze the geographic, political, and economic development, religious, and social structures of the Early Middle Ages;
- c. ~~describing social, cultural, political, and economic development~~ civilizations of the High Middle Ages; and
- d. ~~analyzing interactions and long-lasting consequences.~~

WHI.9 ~~The student will apply history and social science skills to understand the societies and empires of Asia during~~ Islam in the Middle Ages by:

- a. ~~analyzing the impact of geography on their development;~~
- b. ~~describing the social, cultural, political, and economic development of India, China, and Japan;~~
- c. ~~describing the social, cultural, political, and economic development of Russia and the Ottoman Empire; and~~
- d. ~~describing the social, cultural, political, and economic development of the Mongols.~~

- a. identifying the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life;
- b. tracing the origins of Islam, including Islamic teachings on its connections with Judaism, and Christianity;
- c. explaining the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life;
- d. describing the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language;
- e. describing the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society; and
- f. explaining the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WHI.10 ~~The student~~ **8 Students** will apply history and social science skills to ~~understand the societies and empires of Africa~~ analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages by:

- a. ~~analyzing the impact of geography on their development.~~
- b. ~~a.~~ describing the social, cultural, political, reunification of China under the Tang Dynasty and economic development ~~reasons for the spread of Northern Africa~~ Buddhism in Tang China, Korea, and Japan;
- b. describing agricultural, technological, and commercial developments during the Tang and Sung periods;
- c. analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods;

- d. explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;
- e. tracing the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder; and
- f. describing the ~~social, cultural, political, and economic development of Eastern and Southern~~ development of the imperial state and the scholar-official class.

WHI.9 Students will apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa; and by:

- a. describing the ~~social, cultural, political,~~ Niger River and ~~economic~~ the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires;
- ~~d.~~ b. analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa;
- c. describing the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law;
- d. tracing the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa; and
- e. describing the importance of written and oral traditions in the transmission of African history and culture.

WHI.10 Students will apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan by:

- a. describing the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan;
- b. discussing the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign;
- c. describing the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century;
- d. tracing the development of distinctive forms of Japanese Buddhism;
- e. studying the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*; and
- f. analyzing the rise of a military society in the late twelfth century and the role of the samurai in that society.

WHI.11 Students will apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe by

- a. describing the geography of the European and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe;
- b. describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; and
- c. explaining the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

WHI.12 ~~The student~~ Students will apply history and social science skills to analyze the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV) by:

- a. explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England);
- b. analyzing the reasons for the Great Schism in 1054 which created the two distinct churches within Christianity and how the Roman Catholic and Eastern Orthodox churches influenced political and social developments;
- c. tracing the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world;
- d. mapping the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population;
- e. explaining the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"); and
- f. describing the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

WHI.13 Students will apply history and social science skills to compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations by:

- a. describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies;
- b. studying the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery;
- c. explaining how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish;
- d. describing the artistic and oral traditions and architecture in the three civilizations; and
- e. describing the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Leading to the Renaissance (14-15th centuries)

WHI.14 Students will apply history and social science skills to ~~understand the major societies of the Western Hemisphere by~~

- a. ~~analyzing the impact of geography on their development;~~
- b. ~~describing the social, cultural, political, and economic development of the Mayans;~~
- c. ~~describing the social, cultural, political, and economic development of the Aztecs; and~~
- d. ~~describing the social, cultural, political, and economic development of the Incas.~~

Leading to the Renaissance analyze

~~**WHI.12** The student will apply history and social science skills to understand the developments leading to the by~~

the Renaissance, the works of its key figures, and its effect on western civilization by:

- a. determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance;
- b. sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*; and
- ~~b.~~ c. analyzing the contributions of artists and philosophers of the Italian Renaissance as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
- ~~c. analyzing the contributions of artists and writers of the Northern Renaissance.~~

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Grade Ten: World History and Geography: 1500 CE to the Present

The standards for the World History and Geography: 1500 CE to the Present ~~course for students in grades 8—12~~ enable students to examine history and geography with emphasis on the development of the modern world. Students will explore geographic influences on history, but pay increased attention ~~onto the~~ political boundaries that developed with the evolution of nations. Students will explore the ways in which the scientific and technological revolutions created new economic conditions that in turn produced social and political changes. ~~Noteworthy~~ The standards emphasize noteworthy people and events of the nineteenth and twentieth centuries ~~will be emphasized for their strong connections to contemporary issues~~. Historical understanding will require students to engage in historical thinking, analysis, and interpretation to ~~engage in the exploration of~~ explore how the emergence of the modern world ~~foreshadowing the~~ foreshadowed global challenges of the twenty-first century.

Looking Back, Looking Ahead, and Literacy Connections

~~Students will apply foundational knowledge and geographic skills from previous History and Social Science Standards of Learning to study the development of the modern world from 1500 CE to the 21st century. Each standard, introduced with an **Overarching Inquiry**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content helps students use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; understand the development and interactions of modern nation states; and the practice of the processes of historians, geographers and other social scientists use to understand the implications of history.~~

Skills Students may easily apply literacy standards for grade ten in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, in writing, or through mixed media. Students may apply the morphology skills honed in English to new vocabulary encountered in this course.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.

Essential Tenth Grade Skills

- Inquire and Investigate using multiple informational sources
Evaluate sources

~~**WH.1** The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by~~

- a. ~~synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events and life in~~

- world history;
- ~~contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda~~
- ~~b. • Apply geography skills to determine patterns and trends in world history;~~
- ~~c. — applying geographic skills to determine and predict patterns and trends to determine characteristics of people, places, or events in world history;~~
- ~~d. • questioning and using critical thinking skills~~ **Question and Think Critically** ~~to construct arguments using evidence from multiple sources;~~
- ~~comparing~~ **Compare** ~~and contrasting historical, cultural, economic,~~ **Contrast** ~~perspective in government and political perspectives~~ **politics**
- ~~e. — Analyze how events in world history;~~
- ~~f. • determining had an impact on the world (cause and effect to analyze multiple connections between past and present in world history;)~~
- ~~g. — using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;~~
- ~~engaging~~ **Analyze and Explain** ~~decisions made in the past and present~~
- **Engage** ~~and communicating~~ **Communicate** ~~as informed community members to examine the tensions between personal interests~~ **citizens**
- ~~h. • Investigate and the common good; and Research to demonstrate learning~~
- ~~i. • investigating and researching to develop products~~ **Apply** ~~tenth grade skills to demonstrate learning and mastery~~

Emergence of a Global Age

WHII.2 — The student1 Students will apply history and social science skills to ~~understand the~~ **analyze the political, cultural, geographic, and economic** conditions in the world ~~about~~ **around** 1500 ~~C.E.~~ **(C.E.)** by:

- ~~a. locating major states and empires;~~
- ~~a-b.~~ describing the beliefs, sacred writings, traditions, and customs of world religions;
- ~~b-c.~~ describing the ~~distribution~~ **growth** of major religions; and ~~the basic beliefs of each (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism);~~
- ~~c. — locating major states and empires; and~~
- d. analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges;
- e. ~~analyzing the development and impact of the fourteen-fifteenth century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, and resulting world conflicts.~~

WHII.3 — The student2 Students will apply history and social science skills to ~~understand~~ **analyze** the Renaissance and

Reformation in terms of their impacts on Western civilization by:

- a. ~~explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;~~
- ~~a-b.~~ describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in spreading these changes; ~~and~~
- ~~b. — examining the causes of theological differences and religious conflict within Europe; and~~

- c. describing the ~~impact~~effect of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

WHII.4—~~The student~~3 Students will apply history and social science skills to ~~understand~~describe the ~~impact~~effect of European

exploration, expansion, and the responses of Indigenous Peoples by

- a. explaining the political, social, cultural, and economic goals of European exploration and colonization;
- b. comparing and contrasting the ~~impact~~social, political, economic and cultural effects of European colonization and the responses of indigenous ~~responses~~peoples in Africa, Asia, and the Americas; and
- c. analyzing how competition for colonies among Britain, France, and Spain changed the economic system of Europe.

Age of Revolutions

WHII.5—~~The student~~4 Students will apply history and social science skills to ~~understand~~analyze the political, socio-cultural,

geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500- (C.E.) to about 1800 (C.E.) by:

- a. ~~describing the development of France, with emphasis on the Age of Absolutism;~~
- b. ~~describing the development of Russia;~~
- e.a. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world; (e.g., Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, Voltaire);
- b. describing the development of France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;
- d.c. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their ~~impacts~~effects on democracy;
- d. analyzing Enlightenment themes such as humanism, state of nature, and natural rights and how they influenced the political foundations of Virginia and the United States;
- e. explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions;
- e.f. explaining the causes and effects of the French Revolution; (e.g., storming of the bastille, Declaration of the Rights of Man and of the Citizen, Reign of Terror);
- f.g. assessing the ~~impact~~effect of Napoleon and the Congress of Vienna on political power in Europe; and
- g.h. explaining the causes and effects of the Latin American Revolutions, including Toussaint L’overture and Simón Bolívar.

Global Interactions

WHII.6—~~The student~~5 Students will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia ~~between~~from approximately 1500 C.E. andapproximately

___ 1800 C.E. by:

- a. describing the location and development of the Ottoman Empire;
- b. describing the location and development of India;
- c. describing the location and development of China; and
- d. describing the location and development of Japan.

WHII.7—~~The student~~6 Students will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa ~~between~~from approximately 1500 C.E. and to approximately 1800 C.E. by:

- a. comparing and contrasting the development of Eastern and Western Africa; and
- b. comparing and contrasting the development of Central and Southern Africa.

WHII.8—~~The student~~7 Students will apply history and social science skills to ~~understand~~analyze the global impact ~~and interactions of changes~~ European nations between 1800 and 1900 by:

- a. explaining the ~~impact~~roles of resources, capital, and entrepreneurship in developing an industrial economy;
- b. explaining the effects of decolonization and other methods of gaining independence;
- ~~a. analyzing the effects~~ of the First and Second Industrial Revolutions;
- ~~b.c. assessing the impact of colonization and imperialism by industrial nations-~~ with emphasis on Asia, Africa, the evolution of the nature of work and Oceania; the labor force, including its effects on families and the status of women and children;
- ~~c.d. evaluating responses to imperialism-~~ (e.g. Sepoy Mutiny, Boxer Rebellion);
- e. explaining the events related to the unification of Italy and the role of Italian nationalism; and
- f. explaining the events related to the unification of Germany and the role of Bismarck.

Era of Global Wars

WHII.9—~~The student~~8 Students will apply history and social science skills to ~~understand~~describe the causes, course of events, and effects of World War I and its worldwide impacts by:

- a. describing the development of ~~social and cultural patterns~~nationalist movements in the German states and Italian States ~~and the impact on nationalism in Europe-;~~
- b. explaining economic and political causes and identifying major leaders of the war; (e.g., Archduke Ferdinand, Clemenceau, Pershing, Kaiser Wilhelm II and Woodrow Wilson);
- c. ~~examining~~identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
- d. describing major events, including major battles (e.g., Gallipoli, Marne, Meuse-Argonne, Somme, Verdun)
- ~~d.e.~~ analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;
- ~~e.f.~~ citing~~identifying~~ the causes and consequences of the Russian Revolution;
- ~~f.g.~~ explaining the causes and effects of worldwide depression in the 1930s; and
- ~~g.h.~~ examining the rise of totalitarianism.

WHII.10—~~The student~~9 Students will apply history and social science skills to ~~understand~~analyze the causes, course of events, and

effects of World War II and its worldwide impacts by:

- a. explaining the major causes of the war;
- b. describing the major events, including major battles (e.g., Leningrad, Midway, Normandy, Okinawa, Stalingrad);
- c. the role of new technologies (e.g., cavity magnetron, radar, computers—the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, the atomic bomb, and major leaders (Churchill, Eisenhower, Hitler, Hirohito, Mac Arthur, Roosevelt, Truman);
- d. describing the key events and impact of the Holocaust, including Kristallnacht, establishment of concentration camps, mass graves, and liberation); and
- e. ~~examining the effects of the war, with emphasis on the terms of the peace, and (e.g., Treaty of Versailles), the war crimes trials; and~~
- d.e. ~~analyzing~~ the division of Europe, plans to rebuild Germany and Japan, ~~and~~ the creation of international cooperative organizations, and the Universal Declaration of Human Rights (1948).

WHII.11 ~~The student~~ **10 Students** will apply history and social science skills to ~~understand~~ **explain** the Cold War and the defeat of communism during the second half of the twentieth century by:

- a. explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems;
- b. describing conflicts and revolutionary movements during the Cold War; (e.g., Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, Bay of Pigs, Cuban Missile Crisis, Prague Spring, Tiananmen Square);
- c. ~~examining~~ describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh;
- d. explaining the ~~political and economic shifts~~ collapse of communism in the Soviet Union and Eastern Europe, with an emphasis on the roles played by Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, Vaclev Havel);
- ~~e.~~ explaining the factors that led to the end of the Cold War, the defeat of communism, and the collapse of the Soviet Union (e.g., the impact of Reagan's "Tear Down this Wall" speech, the fall of the Berlin Wall, the effect of pressure both from within Soviet Bloc countries and outside of them, the failure of the communist economic and political policy, and glasnost and perestroika); and
- f. explaining how American foreign policy pressure, and the assertion of American principles such as personal freedom, equality, and liberty, led to the end of the Cold War.

WHII.12 ~~The student~~ **11 Students** will apply history and social science skills to ~~understand the different~~ trace the political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by:

- a. describing the struggles for self-rule and the development of democracy in India;
- b. describing Africa's independence movements in Ghana, Algeria, Kenya, and South Africa; and
- c. describing the end of the League of Nations' mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.

WHII.12 Students will apply history and social science skills to explain global changes during the early twenty-first century by:

- a. describing the struggles for self-rule, including Gandhi's leadership and the development of India's democracy;
- b. identifying modern era genocides including the over 100 million victims of communist regimes (e.g., Mao's Cultural revolution, Stalin Regime, Armenia, Cambodia, Fidel Castro's Cuba), as well as other modern era genocides (e.g., Darfur, Rwanda, China's minority Uyghur population); and
- c. describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa.

WHII.13 ~~The student~~ will apply history and social science skills to apply social science skills to understand the global changes during the early twenty-first century by

- ~~a. identifying contemporary genocides; and~~
- a. identifying contemporary political, social, cultural, and issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the effects of technology, including the role of social media and chemical and biological technologies;
- b. assessing the relationship between economic processes and political freedom;

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- c. describing economic interdependence, including the rise of multinational corporations, international organizations, trade agreements; and
- d. analyzing the increasing impact of terrorism as an attack on democracy and the United States' role in the world as a defender of freedom, with an emphasis on terrorist attacks on the United States (1983 attacks on the USMC barracks in Beirut, 1993 Bombing of the World Trade Center, 2000 bombing of the USS Cole, 9/11 attacks on the United States, 2001).

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Grade Eleven: Virginia and United States History

The standards for the Virginia and United States History course, ~~covered in upper high school (grades 11 or 12)~~ continue to expand on the knowledge and skills introduced from previous History and Social Science Standards. ~~Students study the development of the United States from the Indigenous Peoples who first inhabited the North American continent to the role of Virginia and the United States in the 21st Century.~~ Students will ~~incorporate~~ consider concepts of civics, economics, and geography ~~to explore when exploring~~ the key issues, movements, people, and events in Virginia and United States history with an emphasis on multiple and diverse perspectives about those events. Students will investigate and evaluate the fundamental political principles and ideas that developed and fostered our American identity and led to our country's prominence in world affairs. ~~Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of the history of Virginia and the United States.~~

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge from previous History and Social Science Standards of Learning to study the development and growth of Virginia and the United States. Each standard, introduced with an **Overarching Inquiry** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students to use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; to engage in historical thinking, raise questions, and marshal evidence in support of their answers about the development of Virginia and the United States.

Skills

VUS.1 — The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. ~~synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in Virginia and United States history;~~

~~contextualizing sources to understand the past and present and corroborating and evaluating~~ Students may easily apply literacy standards for grade eleven in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, in writing, or through mixed media. Students may apply the morphology skills honed in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Eleventh Grade Skills

- **Inquire and Investigate** using multiple informational sources
- **Evaluate** sources for accuracy, credibility, bias, and propaganda
- b. **Apply** geography skills to determine patterns and trends in Virginia and United States history;
- c. ~~applying geographic skills to determine and predict patterns and trends of people, places, or events in Virginia and United States history.~~
- d. ~~questioning and using critical thinking skills~~ **Question and Think Critically** to construct arguments using evidence ~~from multiple sources.~~
- ~~comparing~~ **Prepare** information to engage in persuasive and ~~contrasting~~ historical, cultural, economic, informational discussions
- **Compare** and ~~political~~ **Contrast** perspectives in ~~Virginia~~ government and ~~United States~~ politics
- e. **Analyze** how events in history:
- f. ~~determining had an impact on the world (cause and effect to analyze multiple connections between past and present and)~~
- g. ~~using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.~~
- ~~engaging~~ **Analyze and Explain** decisions made in the past and present
- **Engage** and ~~communicating~~ **Communicate** as informed ~~community members to examine the tensions between personal interests~~ citizens
- h. ~~Investigate~~ and the common good. **Research** to demonstrate learning
- i. ~~investigating and researching to develop products~~ **Apply** eleventh grade skills to demonstrate learning ~~and mastery~~

Early America Through the Founding of the New ~~Nation~~ **Nation**

VUS.2 The student will apply history and social science skills to describe the culture of the Indigenous people of North America by

- a. ~~analyzing the diversity of the language, skills, perspective and how they interacted with their respective environments;~~
- b. ~~explaining how various tribal groups responded to initial contact with European explorers and colonists; and~~
- c. ~~explaining the impact of European colonization and the ongoing quest to protect and sustain their way of life.~~

VUS.3 The student will apply VUS.1 Students will apply history and social science skills to understand explain the routes of early ~~European colonization by~~ explorers and describe the early explorations of the Americas by

- a. describing the ~~entrepreneurial~~ characteristics of early ~~explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León) and the technological developments that made sea exploration and evaluating the impact by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder);~~
- a.b. explaining the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European ~~settlement in the Americas;~~ expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation); and

- c. ~~evaluating the~~ tracing the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

VUS.2 Students will apply history and social science skills to describe the political, religious, social, and

- b. ~~_____~~ economic characteristics of the colonies;
- c. ~~analyzing how social factors impacted the culture of the~~ first thirteen colonies; and by
- a. ~~analyzing~~ describing the political life ways in which Spain, France, and Britain were fighting for land in the new world;
- d. b. identifying on a map the locations of the colonies; and of Indigenous Peoples' nations already inhabiting these areas;
- c. identifying the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts);
- d. describing the religious character of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania);
- e. describing the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and the free exercise of religion;
- f. describing how the British colonial period created the basis for the development of political self-government and a free-market economic system as well as the differences among the British, Spanish, and French colonial systems;
- g. describing the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South; and
- h. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

VUS.4—The student3 Students will apply history and social science skills to explain the development of African

_____ American culture in America and the impact of the institution of slavery by

- a. describing the diverse cultures, languages, skills, and perspectives of enslaved Africans ~~who were enslaved in~~ brought to the Americas;
- b. ~~evaluating~~ describing the Middle Passage ~~and~~, the Transatlantic Slave Trade; ~~and the types of slavery (chattel, bonded, and forced labor);~~
- c. analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and the shift to the race-based enslavement of Africans; and
- d. examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

VUS.5—The student4 Students will apply history and social science skills to ~~understand~~analyze the issuescooperation and ~~events leading to~~conflict that existed among the American Indians and between the Indigenous Peoples and the new settlers by

- a. describing the competition among the English, French, Spanish, Dutch, and Indigenous Peoples for control of North America;

- b. describing the cooperation that existed at times between the colonists and Indigenous Peoples during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges);
- explaining the conflicts before the Revolutionary ~~Period by~~
- ~~a.c. describing the results of~~ War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War);
- ~~b. ——— evaluating how political ideas of the Enlightenment helped shape American politics;~~
- ~~c. ——— explaining how conflicting loyalties existed concerning independence from Great Britain;~~
- ~~d. ——— analyzing the competing factors that led to colonial victory in the Revolutionary War; and~~
- d. evaluating how key principles in describing the internecine conflicts among the Indigenous Peoples' nations, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]);
- e. explaining the role of broken treaties and the factors that led to the defeat of the Indigenous Peoples, including the resistance of Indian nations to encroachments and assimilation (e.g., Trail of Tears);
- f. explaining the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah); and
- g. analyze the U.S.' subsequent actions with respect to its Indigenous Peoples (Indian Reorganization Acts (1934 and 1994), McGirt v. Oklahoma).

VUS.5 Students will apply history and social science skills to explain the causes of the American Revolution by

- a. describing how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts, Boston Tea Party, the Boston Massacre, Patrick Henry's "Give Me Liberty, or Give Me Death" speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine's *Common Sense*);
- b. describing efforts by individual and groups to mobilize support for the American Revolution including the Minutemen and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere);
- c. describing the significance of the First and Second Continental Congresses and of the Committees of Correspondence;
- ~~e.d. describing the people associated with the drafting and signing of the Declaration of Independence grew in importance to become~~ and the document's unique, historical significance, including the unifying ideas of American political philosophy; that it embodies, the origins of those concepts, and its role in severing ties with Great Britain;
- e. evaluating the tenets of the Declaration of Independence including "unalienable rights," "life liberty and the pursuit of happiness," and "consent of the governed," and explain why it remains relevant today;
- f. explaining the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams) explaining why the colonists were the "underdogs" and how they won key battles including the Battle of Trenton, the Battle of Saratoga, and Yorktown; and
- g. analyzing U.S. Presidents of this era with emphasis on the four presidents from Virginia.

VUS.6 —The studentStudents will apply history and social science skills to understanddescribe the development of the American political system by

- a. examining founding documents to explore the development of American constitutional government,

- with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on ~~including but not limited to~~ the roles of James Madison and George Washington; and
- c. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era.

VUS.7 Students will apply history and social science skills to describe the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic by:

- a. identifying the strengths and shortcomings of the Articles of Confederation;
- b. explaining the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights, including the role of The Federalist Papers;
- c. describing the fundamental principles of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty;
- d. explaining how the Constitution is designed to secure our liberty by both empowering and limiting central government;
- e. compare the powers granted by the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;
- f. defining the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution;
- g. explaining the purpose of the preamble to the U.S. Constitution;
- h. evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government;
- i. analyzing the five values Alexis de Tocqueville described in "Democracy in America": liberty, egalitarianism, individualism, populism, and laissez-faire government.
- j. analyze the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and
- k. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision in establishing the Supreme Court's role as the ultimate arbiter of the Constitutionality of federal law.

Expansion, Civil War, and Reconstruction

VUS.7—~~The student~~8 Students will apply history and social science skills to ~~understand~~analyze major events in Virginia and

United States history during the first half of the nineteenth century by

- a. assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
- ~~b.~~ describing the political results of territorial expansion;
- ~~c.~~ b. explaining territorial expansion and its impact on Indigenous Peoples;
- ~~d.~~ c. analyzing the social and cultural changes during the period, with emphasis on "the age of the common man" (Jacksonian Era);
- ~~e.~~ d. evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union; and
- ~~f.~~ e. evaluating the role of slavery in the conflicts that led to the Civil War.

VUS.8—~~The student~~9 Students will apply history and social science skills to ~~understand~~analyze the development and abolition of slavery in the United States by

- a. explaining how slavery is the antithesis of freedom;
- b. describing the origins of the Transatlantic Slave Trade, the Middle Passage, and the development of chattel slavery in America;
- c. describing the slave trade in the U.S., Virginia, and Richmond;
- d. describing how industrialization affected slavery and the economy;
- e. describing the impacts of abolitionists including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
- f. analyzing key policies and actions, including the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sanford*, and the Emancipation Proclamation; and
- g. explaining the extension of rights provided in the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.10 Students will apply history and social science skills to analyze the Civil War and Reconstruction eras and their significance as major turning points in American history by

- a. describing major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
- b. evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- c. evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
- d. evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
- e. evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the ~~13th~~13th, 14th, and 15th Amendments to the Constitution of the United States.

Industrialization, Emergence of Modern America, and World Conflicts

VUS.9—~~The student~~11 Students will apply history and social science skills to ~~understand~~analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a. explaining the westward movement of the population in the United States and how it affected industrial growth and trade, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the ~~impact~~effect on Indigenous Peoples;
- b. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of more leisure activities;
- c. ~~examining~~explaining the factors (push and pull) for immigration to the United States and the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
- d. analyzing the ~~impact~~effects of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, and the practice of eugenics ~~in Virginia~~, including the U.S. Supreme Court 1927 *Buck v. Bell* decision;
- e. describing conflicts between the U.S. government and Indigenous tribes including the Battle of Little Bighorn and Wounded Knee;
- e.f. evaluating and explaining the social and cultural impact of industrialization, including rapid

urbanization;~~and~~

- g. identifying examples of the philanthropy of America's industrial leaders of this era (Carnegie, Mellon, Rockefeller);
- h. examining the concentration of wealth and mass production that created goods at cheaper and faster rates, but at great costs, laying the foundation for populism and progressivism;
- ~~f.i.~~ evaluating and explaining the ~~economic-outcomes~~causes and the political, cultural, and social developments of the Progressive Movement and the impact of its legislation;
- i. ~~VUS.10~~ identifying the effects of industrialization on living and working conditions: pollution, child labor, food safety and include works such as but not limited to Upton Sinclair's ~~student~~ *Jungle*, Jane Addams' *Twenty Years at Hull House*;
- k. describing the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class; and
- l. explaining the emergence of public colleges, HBCUs, and land grant institutions in Virginia and the United States as a way to expand educational opportunities and build specific skills and knowledge in agricultural and technological advances.

VUS.12 Students will apply history and social science skills to ~~understand~~analyze the emerging role of the United

States in world affairs during the end of the nineteenth and early twentieth centuries by

- a. explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including the Monroe Doctrine, the Roosevelt Corollary, the Spanish-American War, the acquisition of Alaska and Hawaii, the Panama Canal construction, and the expedition to capture Poncho Villa;
- c. understanding the events and changes that brought America out of a period of "isolationism" to enter WWI;
- ~~b.d.~~ evaluating the United States' involvement in World War I, including Woodrow Wilson's Fourteen Points and the establishment of the League of Nations; and
- ~~c.e.~~ evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the formation of the League of Nations.

~~VUS.11~~ ~~The student~~13 Students will apply history and social science skills to ~~understand~~analyze key events during the 1920s and 1930s by

- ~~a. analyzing why controversies developed as a result of political, social, and cultural changes;~~
- a. assessing and analyzing the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the re-emergence of the Ku Klux Klan, Chicago riot of 1919, Tulsa Race Massacre and the decimation of Black Wall Street, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;
- b. analyzing the First Red Scare including the Bolshevik Revolution, anarchist bombings, and the Palmer Raids;
- c. analyzing the rise in labor unions;
- d. analyzing the effects of changes in immigration to the United States and migration within the United States including the Immigration Act of 1918, the Immigration Act of 1924, and the Great Migration;
- e. analyzing how life changed as a result of inventions such as the airplane, automobile, and radio and

- describing innovators and American heroes of the era;
- ~~b.f.~~ explaining the ~~economic causes and consequences of the stock market crash of 1929~~ Roaring 20s and the post wartime effects on the economy and society;
- g. examining the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition);
- h. analyzing the passage of the Nineteenth Amendment and the changing role of women;
- i. describing the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes); and
- j. tracing the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

VUS.14 Students will apply history and social science skills to describe the effects of the Great Depression and New Deal policies on the United States by

- ~~e.a.~~ explaining the causes of the Great Depression ~~and its impact on the American people~~ including bank failures, stock purchases on margins, credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash; and
- ~~d.b.~~ evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression ~~and~~ expanded the government's role in the economy, and hurt some Americans while helping others.

VUS.12—The student15 Students will apply history and social science skills to ~~understand~~ analyze America's involvement in World

War II by:-

- a. analyzing the causes and events that led to American involvement in America's entering the war, including the Japanese attack on Pearl Harbor and the American response;
- b. comparing and contrasting totalitarianism and militarism in Imperial Japan, communism in the Soviet Union, fascism in Mussolini's Italy, and Nazi Germany;
- c. identifying the Axis and Allies powers and evaluating the similarities and differences in strategy, major battles, and the impact impacts of key leaders from each;
- ~~b.d.~~ explaining why Japan attacked Pearl Harbor and how the United States responded; including the internment of between 1941 and 1945 Japanese Americans as a result of Executive Order 9066 and the Supreme Court case, Korematsu v. United States;
- ~~e.e.~~ evaluating and explaining how the United States mobilized its economic and military resources, including the role of sacrifices and contributions of individual servicemen, all-minority military units (the Tuskegee Airmen and Nisei regiments) and, Military Intelligence Service, 442nd Regimental Combat Team, the contributions of media, minorities 101st Airborne, Women's Army Corps, Navajo Code Talkers, and women to the war effort Army Signal Corps;
- f. explaining American military intelligence and technology including island hopping, the Manhattan Project, and cryptology;
- g. describing major battles of World War II including Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge;
- h. analyzing the decisions and effects of using atomic bombs;
- i. describing the significance of America's role in the Allied victory and our role in post-war recovery including the Marshall Plan;
- ~~d.i.~~ analyzing the Holocaust (Hitler's "final solution"), its impact on including the denial of basic civil rights by the Third Reich, concentration camps, immigration of Holocaust survivors, antisemitism, persecution of Jews and other groups non-Jews, resistance, and the postwar Nuremberg trials of war criminals; and

~~e.k. evaluating and explaining the treatment significance of prisoners of war and civilians by the Allied and Axis powers.~~ United Nations.

The United States since World War II

VUS.13—The student16 Students will apply history and social science skills to ~~understand~~analyze the United States' foreign policy during the Cold War era by

- a. explaining the results of changing international relationships following World War II;
- b. explaining ~~international events~~the origins and early development of the Cold War ~~to 1964~~and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment;
- c. analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);
- ~~e.d.~~ impact of domestic Cold War events through the 1960s; (e.g., Bay of Pigs, Cuban Missile Crisis);
- ~~d.e.~~ explaining the impact of the Vietnam War on American society; and
- ~~e.f.~~ evaluating and explaining the factors which led to the end of the Cold War; including the roles of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, and Margaret Thatcher.

VUS.14—The student17 Students will apply history and social science skills to ~~understand~~analyze the causes and effects of the Civil Rights Movement by:

- a. analyzing the origins of the Civil Rights Movement, the effects of segregation (de jure and de facto) and efforts to desegregate schools, transportation, and public areas;
- b. evaluating the impact and legacy of Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, "I Have a Dream" speech (comparing to The Gettysburg Address), and his assassination;
- c. analyzing key events including the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches with additional emphasis on events in Virginia;
- ~~a.d.~~ evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded ~~to the decision;~~ with Massive Resistance (with a focus on the critical role of Virginia communities and people such as Prince Edward County and Barbara Johns);
- ~~b.e.~~ explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an ~~impact~~effect on all Americans; and
- ~~e.f.~~ analyzing the ~~impact~~effect of the Black Power Movement; and
- g. describing the tenets of the Civil Rights Act of 1964.

VUS.15—The student18 Students will apply history and social science skills to ~~understand social, analyze political, and cultural issues in contemporary American history~~

- a. ~~analyzing the need for and effect of various movements for equal rights;~~
- b. ~~evaluating international and domestic challenges in the 21st~~social conditions in the United States during the second half of the twentieth century; and and early twenty-first century by:
- c. ~~analyzing benefits and challenges of innovations.~~

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- a. explaining the long-term impact of the Marshall Plan, the formation of NATO, and the Warsaw Pact;
- b. assessing the development of and changes in domestic policies, with emphasis on the impact of the role of Supreme Court decisions and acts of Congress including: Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Civil Rights Acts (1964, 1968), Americans with Disabilities Act, Title IX of the Education Amendments of 1972, *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Roe v. Wade*;
- c. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the attacks in America and the West, including 9/11 (September 11, 2001), the World Trade Center, and Flight 93;
- d. evaluating the evolving and changing role of government, including its role in the American economy;
- e. explaining scientific and technological changes and evaluating their impact on American culture, including media; and
- f. explaining prevalent issues and events of the late twentieth century including the assassination attempt of Ronald Reagan, HIV/AIDS, the rise of the use of drugs, school shootings, domestic terrorism, and the rise in antisemitism.

Grade Twelve: Virginia and United States Government

The standards for Virginia and United States Government, ~~covered in upper high school (grade 11 or 12)~~ continue to build on the foundation of knowledge that enables citizens to participate effectively in ~~civics~~civic and economic life. Students will examine fundamental constitutional principles, the ~~rights~~obligations and ~~responsibilities~~privileges of citizenship, the ~~political culture, the~~ policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the ~~duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The~~fundamental principles of liberty on which America was founded.

Students may easily apply literacy standards also reflect the evolving political and economic roles of Virginia and the United States in the global community. Civic education, the provision of information and learning experiences to equip and empower citizens to participate in democratic processes, must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding through the utilization of the Knowledge and Learning Experiences defined by the standards for Virginia and United States Government. Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of their role in the government and economy of Virginia and the United States for grade twelve in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, in writing, or through mixed media. Students may apply the morphology skills honed in English to new vocabulary encountered in this course.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and civic skills from previous History and Social Science Standards of Learning to study the Government and Economic Systems of Virginia and the United States. Each standard, introduced with an **Overarching Inquiry** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences** integrated to help students analyze and synthesize evidence from primary and secondary sources, compare and contrast civic ideas and practices, use decision-making models to analyze incentives and consequences, analyze political perspectives and analyze multiple connections across time and place. Students will continue to develop Workplace Readiness Skills **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. The student will apply reading, writing, and communication skills to engage in historical thinking experiences and make connections to their own **CIVIC RESPONSIBILITY AND CIVIC ENGAGEMENT**, and raise questions and marshal evidence in support of their answers. The concepts and themes within this course support and prepare students to enter the world of college, career, and civic life with content knowledge and social science skills that emphasize becoming and participating as an informed citizen.

Skills

GOVT.1—The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

~~planning inquiries by synthesizing evidence from information~~***Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking; resources, including suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.***

Essential Twelfth Grade Skills

- **Inquire and Investigate** using multiple informational sources
- a. ~~_____ Evaluate~~ sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand government and politics;
- b. ~~_____ planning inquiries by contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in.~~
- c. ~~_____ applying geographic~~**Apply geography** skills to determine ~~and/or predict~~ patterns and trends;
- d. ~~_____ questioning and using critical thinking skills~~**Question and Think Critically** to construct arguments using evidence ~~from multiple sources;~~
- ~~_____ comparing~~**Prepare** information to engage in persuasive and ~~contrasting historical, cultural, informational discussions~~
- e. ~~_____ Compare and political~~**Contrast** perspectives in government and politics;
- ~~_____ determining~~**Analyze** how events in history had an impact on the world (cause and effect ~~to analyze the multiple connections between.)~~
- **Analyze and Explain** decisions made in the past and present ~~and how they impact political~~
- f. ~~_____ Engage and economic events;~~**Communicate as informed citizens**
- g. ~~_____ using a decision-making model to analyze and explain the incentives and consequences of a specific choice;~~
- h. ~~_____ engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and~~
- ~~_____ investigating and researching to develop products~~**Investigate and Research** to demonstrate learning
- i. ~~_____ Apply twelfth grade skills~~ to demonstrate learning ~~and mastery~~

Foundations of American Constitutional Government

GOVT. ~~2 The student~~**1 Student** will apply history and social science skills to understand the foundations of American constitutional government by

- a. describing the features of a democratic republic as influenced by forms of Athenian democracy and the Roman Republic;
- b. analyzing the foundational principles found in historical writings and prior governing documents including ~~but not limited to the~~ Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the works of Enlightenment philosophers (Locke, Hobbes, Rousseau, and others), the Great Awakening, and the English Bill of Rights;
- c. evaluating the foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States; and
- d. analyzing George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3—~~The student~~2 Students will apply history and social science skills to ~~understand~~describe the ~~aspirational and evolving concepts of~~ concept of democracy by

- ~~a. recognizing the fundamental worth and dignity of the individual;~~
- a. explaining the concepts of popular sovereignty, natural rights, the rule of law, self-government and “consent of the governed”;
- b. comparing structures of government including constitutional republic, autocracy, direct democracy, representative democracy, presidential system, and parliamentary system.
- ~~b.c.~~ c. recognizing the equality of all citizens under the law;
- ~~e.d.~~ d. recognizing majority rule and minority rights;
- ~~d.e.~~ e. recognizing the necessity of compromise; and
- ~~e.f.~~ f. and recognizing the freedom of the individual.

GOVT.4—~~The student~~3 Students will apply history and social science skills to ~~understand~~analyze the Virginia and United States

Constitution of ~~and the~~ United States Bill of Rights by:

- a. examining the ratification debates and The Federalist; Papers (with particular focus on papers #10 and #51);
- b. evaluating the purposes for government stated in the Preamble;
- c. defining fundamental principles and analyzing ~~the structure and~~ relationships among the three branches of government in a system of checks and balances and separation of powers;
- d. defining the structure of the national government and balance of power between the state and national ~~government~~ governments outlined in Article I, Article II, and Article III; and
- e. ~~analyzing and~~ explaining the amendment process;

Elections

- f. describing how the Bill of Rights affirms natural rights as something that precedes politics and;
- g. evaluating how key U.S. Supreme Court decisions have affirmed rights and structures guaranteed by the Constitution and their political, social, and economic effects; and
- h. analyzing how the Constitution has been interpreted and applied over time by all branches of government and is the nation’s fundamental and enduring law.

Functions of Government and Citizens

GOVT.5—~~The student~~4 Students will apply history and social science skills explain the rights and responsibilities of United States Citizenship ~~to understand local, state, and national elections~~ by

- a. describing the paths to U.S. citizenship;
- b. obeying the law and paying taxes;
- c. serving as a juror;
- d. participating in the political process and voting in local, state, and national elections;
- e. performing public service;
- f. keeping informed about current issues;
- g. practicing personal and fiscal responsibility; and
- h. selective Service registration.

GOVT.5 Students will apply history and social science skills explain the process of local, state, and national elections by

- a. describing how amendments have extended the right to vote ~~and evaluating the degree to which suffrage is universal~~ to previously disenfranchised Americans;
- ~~b. analyzing voter turnout in local, state, and national elections;~~
- ~~c. describing the nomination and election process, including the organization and evolving role of political parties and interest groups;~~
- ~~d.b. by~~ examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of ~~issue~~interest groups;
- c. ~~describing the nomination and election process, including the organization and evolving role of political parties and interest groups;~~
- ~~e.d.~~ analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications ~~on the electoral process; and;~~
- ~~f.e. investigating and~~ explaining the role of the Electoral College and the impact of reapportionment and redistricting on elections and governance; ~~and~~
- f. ~~evaluate challenges of the election process including redistricting, gerrymandering, and at-large voting.~~

GOVT.6 ~~The student~~Students will apply history and social science skills to ~~understand~~describe the nationalscope and limits of the powers of the federal legislative branch of the U.S. government as delineated in Article I of the Constitution by:

- a. describing ~~theits~~ structure ~~organization~~, and ~~selection~~the process for the election of its members;
- b. describing how the power of the legislative branch has changed over time; ~~(e.g., 20th, 22nd, and 25th Amendments); and~~
- c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

GOVT.7 ~~The student~~Students will apply history and ~~social~~science skills to ~~understand~~describe the powers of executive branch of the U.S. government as delineated in Article II of the Constitution by:

- a. describing the structure and organization of the executive branch ~~and federal bureaucracy;~~
- b. describing how the power of the executive branch has changed over time; and
- c. comparing and contrasting executive branch processes with the legislative branch.

GOVT.8 ~~The student~~Students will apply history and social science skills to ~~understand~~describe the scope and limits of the powers of the federal judiciary as delineated in Article III of the U.S. Constitution by

- a. describing the organization, jurisdiction, and proceedings of federal courts;
- b. ~~evaluating~~explaining how the Marshall Court established the Supreme Court ~~establishes itself~~ as an ~~equal~~independent branch of government ~~in Marbury v. Madison;~~
- c. describing how the Supreme Court decides cases; and
- d. comparing the ~~philosophies~~philosophy of originalism ~~and the approaches of~~ judicial activism, and judicial restraint.

State and Local Government

GOVT.9 ~~The student~~Students will apply history and social science skills to ~~understand~~explain the organization and powers of

the state and local governments as described in the Constitution of Virginia by:

- a. analyzing legislative, executive, and judicial branches;
- b. examining the structure and powers of local governments (county, city, and town);
- c. analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; ~~and~~
- d. comparing partisan and nonpartisan offices; and
- ~~d.e.~~ e. investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.10 ~~The student~~Students will apply history and social science skills to ~~understand the public policy process by~~

- a. ~~defining public policy and determining how to differentiate public and private actions;~~
- b. ~~examining different perspectives on the role of government; and~~
- c. ~~analyzing the influences that help shape the public agenda and policy.~~

GOVT.11 ~~The student will apply history and social science skills to understand~~analyze civil liberties and civil rights by:

- a. examining~~explaining the difference between civil rights and civil liberties;~~
- ~~a.b.~~ b. explaining the purpose of the Bill of Rights, with emphasis on First Amendment freedoms;
- ~~b.c.~~ c. analyzing the rights of the accused and due process of law expressed in the Bill of Rights and the Fourteenth Amendments;
- ~~c.d.~~ d. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- ~~d.e.~~ e. ~~investigating and~~ evaluating the balance between individual liberties and the public interest; and
- ~~e.f.~~ f. examining how civil liberties and civil rights are protected under the law.

GOVT.12 ~~The student~~Students will apply history and social science skills to understand the role of the United

States in a changing world by:

- a. describing the responsibilities of the national government for foreign policy and national security;
- b. assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace; and
- c. examining the relationship of Virginia and the United States ~~to~~in the global economy, including trends in international trade.

The Role of the Government in the Economy

GOVT.13 ~~The student~~Students will apply history and social science skills to understand the role of the United

States in a changing world by:

- a. explaining the differences among capitalism, communism, Marxism, socialism, authoritarianism, and totalitarianism;
- b. comparing the characteristics of ~~traditional, free market, command, and mixed~~ economies; as

described by Adam Smith ~~and~~, Karl Marx; John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell;

- ~~a.~~ c. describing ideas about free markets and the invisible hand from Adam Smith's, "The Wealth of Nations";
- d. comparing and contrasting capitalism and socialism as economic systems, including the role of government in each (e.g., compare and contrast the Bill of Rights to the Communist Manifesto);
- e. evaluating the **impact** factors that influence production and distribution of goods in a market system;
- f. explaining how competition and free enterprise influence the local, national, and global economies;
and
- ~~b.~~ g. evaluating the effects of the government's role in the economy on individual economic freedoms.

GOVT.14 ~~The student~~ **Students** will apply history and social science skills to understand ~~explain~~ the role of government in the Virginia and United States economies by:

- a. explaining government's limited but important role in free enterprise;
- ~~a.~~ b. describing the provision of government goods and services that are not readily produced by the market;
- ~~b.~~ c. evaluating government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
- ~~c.~~ d. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- ~~d.~~ e. analyzing how Congress can use fiscal policy to stabilize the economy; and
- ~~e.~~ f. describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
- ~~f. evaluating the trade-offs in government decisions.~~

GOVT.15 ~~The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by~~

- ~~a. exercising personal character traits such as trustworthiness, responsibility, and honesty;~~
- ~~b. a. obeying the law and paying taxes;~~
- ~~c. a. serving as a juror;~~
- ~~d. a. participating in the political process and voting in local, state, and national elections;~~
- ~~e. a. performing public service;~~
- ~~f. a. keeping informed about current issues;~~
- ~~g. respecting differing opinions and the rights of others;~~
- ~~h. practicing personal and fiscal responsibility;~~
- ~~i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and~~
- ~~j. practicing patriotism.~~

Acknowledgements

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